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ABSTRACT

This document contains detailed curriculum outlines and teacher support materials for the General Curriculum Options (GCO) stream of the Certificates of General Education (CGE) for Adults in Victoria, Australia. The following topics are discussed in the introduction: purpose of the guide, details of GCO subject areas, accreditation framework and its credentials, CGE for adults, history of the GCO stream, curriculum design implications of the English-as-a-Second-Language/literacy interface, and curriculum model. The curriculum materials are organized into eight sections: health and lifestyle, creative arts, social history, the human body/energy, diet and health, legal studies, horticulture, and Technical and Further Education taster in vocational studies (a sampler of five vocational areas). Each section includes some or all of the following: cover sheet detailing the materials' subject area, level, GCO application, course type, name of developing organization, and project writer; narrative introduction outlining the materials' rationale, recommended teaching strategies, and the relationship of the subject area to the GCO stream; thematic web; curriculum planning grid; assessment task (lesson) outline, lesson plan, and list of related resource organizations. A glossary and references are provided. Appended are the following: elements and performance criteria of the GCO stream, curriculum planning grid, and sample assessment task cover sheet. (MN)

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Adult Education in the Community

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Exploring the Options

Curriculum Documents and Support Materials for the General Curriculum Options stream

Edited by: Marlene Johnson
Laura Brearley

Victorian Adult English Language, Literacy and Numeracy Accreditation Framework and Certificates of General Education for Adults

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INTRODUCTION

The Purpose of this GCO Resource

The brief of this project was to publish resource material consisting of detailed curriculum outlines and teacher support materials for the GCO stream across the four levels in a diversity of content areas. It was required that examples of curriculum outlines should cover application of the GCO stream in discrete, integrated and linking/bridging contexts. Each curriculum was to address:

- Curriculum and course development strategies
- Teaching strategies and methodologies
- Assessment processes
- Materials and resource lists.

Provision of practical examples

This resource provides practical examples and aims to encourage teachers to explore the great potential of the GCO stream. In providing examples of a broad spread of subjects, levels and learning contexts, the materials demonstrate the versatility and applicability of the stream. They indicate that the content and context of the learning can be diverse but that the Key Competencies bring a consistency to the assessment process.

Our intention has been to document good practice without being prescriptive. Whenever the term, "teacher" is used, it implies teacher, tutor, or trainer. The resource includes examples of curriculum design that we hope will stimulate further exploration in a range of other subject areas.

Our Developmental Process

At the beginning of our project, we approached a number of practitioners who had trialled material for the General Curriculum Options stream of the CGE for Adults. We then selected a range of subjects, levels of delivery and methods of application that we felt would provide useful examples for other teachers in the field.

We eventually selected examples of trialled curricula from the humanities, sciences and vocational subjects. The contexts in which they had been taught ranged from Community Centres to TAFE Colleges in both urban and rural areas.

Details of Subject Areas

Creative Arts	Level 2	Integrated*
Health & Lifestyle	Level 3	Integrated
Social History	Level 2	Integrated
Science – Human Body	Level 2	Discrete
– Energy	Level 4	Integ./Bridging*
Science – Diet and Health	Level 1	Discrete
Legal Studies	Level 4	Integrated
Horticulture	Level 3	Integrated
TAFE Taster in Vocational Studies	Level 3	Discrete*

* For an explanation of these terms see the Glossary on page 13

The Accreditation Framework and its Credentials

History of the Framework and the CGE for Adults

In December 1992, the Certificate of General Education for Adults (Foundation) – 2100 LIG and the Certificate of General Education for Adults – 2100 LIH were accredited and placed on the State and National Register of Courses. It was the culmination of three years of extensive research and consultation about the need for a Victorian adult basic education certificate and a common framework to inform curriculum development in adult literacy, numeracy and language learning. During that time, the Adult Community and Further Education Board had collaborated with the State Training Board to develop a theoretical basis for the credentials and to explore a range of accreditation models.

The intention was to support students who wanted recognition for their work while not creating barriers for students whose needs might not be met through formal credentialling. Consequently a broad concept of a framework was adopted that encompassed adult, basic and general education. This eventually became known as the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework (VAELLNAF).

Contents of the Accreditation Document

In 1993, the Accreditation Document was published and became known as Certificates of General Education for Adults within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework'. The Document is a set of competencies across four streams. It includes performance criteria, range and conditions and examples of assessment tasks. It is not a syllabus but the basis of assessment and a framework for a curriculum. It can be used as a curriculum planning tool, whether or not the Certificates of General Education for Adults (CGE for Adults) are awarded.

Functions of the Accreditation Framework

In its introduction, the Accreditation Document describes four potential functions of the Framework. It states that it can:

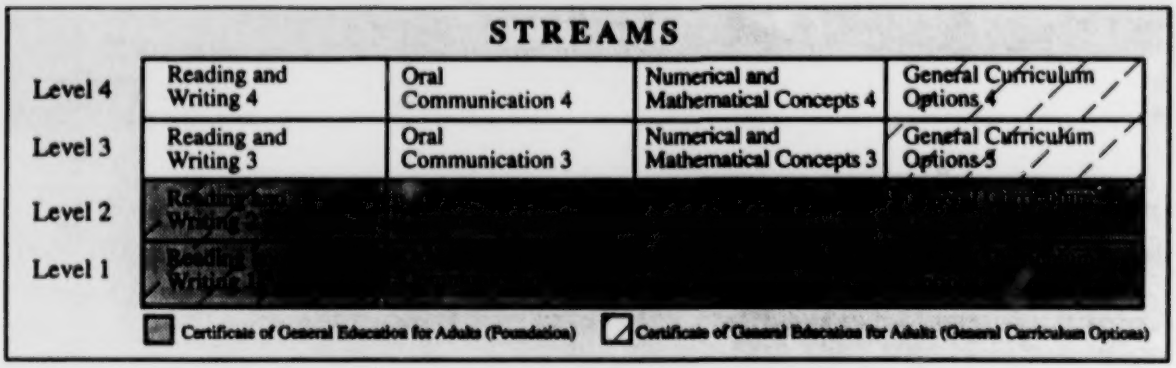
- Provide sequential learning arrangements for students in a range of contexts
- Articulate into employment, adult, community and further education, vocational education and training
- Facilitate personal and community development needs
- Provide a common language for practitioners to use to report on student progress.

The Certificates of General Education for Adults – CGE for Adults

The diagram below shows the four streams of the Certificates and Framework and the four levels of the credential. The four streams of the Framework are:

- Reading and Writing
- Oral Communication
- Numerical and Mathematical Concepts
- General Curriculum Options.

The Foundation Certificate covers Levels 1 and 2 across all four streams. It is also possible to move vertically up to Level 4 and obtain a CGE for Adults in one stream only.



Internal Structures of the Four Streams

The curriculum and competencies of the Reading & Writing and Oral Communication streams are based on the four literacies of self-expression, practical purposes, knowledge and public debate. In the stream of Numerical and Mathematical Concepts, five concepts are used: data, relation and pattern, number, measurement and shape.

The General Curriculum Options stream has been developed around the seven generic competencies described in the 'Putting General Education to Work: the Key Competencies Report' (1992) compiled by the Mayer Committee, chaired by Eric Mayer.

A set of generic competencies developed by Eric Mayer's Advisory Committee that are considered essential for effective participation in work, further education and in adult life generally. They are:

1) Collecting, Analysing and Organising Information
Processes for gathering, evaluating and presenting ideas and information for a range of practical purposes.

2) Communicating Ideas and Information
Use of a range of forms of communication, oral, written and graphic, to communicate ideas and information effectively to others.

3) Planning and Organising Activities
Planning, organisation and self-management. The capacity to complete a task with some degree of independence, monitoring one's own performance and ensuring effective communication, reporting and recording of processes and outcomes.

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4) **Working with Others and in Teams**
Processes of working with others and working in teams, including setting common goals, deciding on the allocation of tasks, monitoring achievement of the goals and checking the quality of the final product.

5) Using Mathematical Ideas and Techniques
Capacity to select, apply and use mathematical ideas and techniques to complete tasks in a wide range of contexts.

6) Solving Problems
Process of problem solving. Identifying and framing the nature of the problem and devising suitable strategies of response.

7) Using Technology
The capacity to use technological processes, systems, equipment and materials and the capacity to transfer knowledge and skills to new situations.

In order to obtain a Statement of Attainment for a particular module of the certificates of Genral Education, General Curriculum Options stream, three our of theses seven competencies need to be demonstrated.

History of the General Curriculum Options Stream

The General Curriculum Options (GCO) stream grew out of a concept that was initially called Locally Determined Subjects. The vision was to introduce specific content area into an Adult Basic Education credential. The name was changed largely for accreditation purposes. Nevertheless, the original inspiration of studying a general subject area that matched student needs and recognised the value of local resources and concerns, remains. The stream was designed to be versatile and flexible enough to include vocational subjects as well as areas of study in the humanities and sciences.

Development of the assessment model for the GCO Stream

Finding a common method by which these disparate subject areas could be assessed with consistency was a daunting task. Towards the end of 1992, when potential assessment structures for the GCO stream were being explored, the third edition of the Key Competencies report, 'Putting General Education to Work' was published. The seven generic competencies outlined in this report were developed by the Advisory Committee chaired by Eric Mayer whose brief had been to advise on employment-related competencies for post-compulsory education and training. In the third edition of this report, the scope of the competencies was extended to include not only work-related skills, but competencies that could enrich further education and life-skills as well.

The nature of the key competencies was very general and allowed for a broad application. However, there was a three-tiered structure of performance levels within Mayer's system while the framework operates at four levels. Mayer's Level 1 is relatively sophisticated when compared with the competencies described in the other three streams. To allow clients maximum flexibility in attaining mastery in the Mayer Level 1 competencies, this level has been adapted to show two levels of Range and Conditions. Thus a client works within the same parameters in Levels 1 and 2 of the General Curriculum Options stream as for the other three streams. These are detailed within the text for this stream. Levels 2 and 3 of the Mayer Performance Criteria, therefore, become descriptors for Levels 3 and 4 of the Framework.

Curriculum Design Implications of the ESL/Literacy Interface

The GCO stream of the CGE for Adults provides an opportunity for learners to demonstrate their life skills, to build upon existing competencies and experience successful background learning outcomes. For many English speaking background (ESB) and non-English speaking background (NESB) Literacy learners, this possibility to experience success is both rare and valuable.

Commonalities of ESB and NESB literacy learners

In the report, 'The Pedagogical Relations Between Adult ESL and Adult Literacy', (Hammond et al, 1992), there is much discussion about the similarities and differences in the needs of NESB and ESB literacy learners and the ways in which those needs are best met. One of the most obvious similarities that permeates the report is that both groups of learners have difficulties in accessing mainstream post-compulsory education and training and in entering or advancing in the labour market.

For these learners, it is sometimes a long, arduous and occasionally disheartening task to move through the levels of the Reading & Writing, Oral Communication and Mathematical & Numerical Concepts streams. Success through the GCO stream can provide a springboard to more positive experiences in these streams.

The Curriculum Model

In a document of this nature it is important to strike a balance where strategies for planning are presented without being prescriptive. In describing our different subject areas we have adopted a model which is also suitable for planning purposes.

Each subject begins with a **narrative** which includes a rationale, a range of teaching strategies and Key Competencies that apply for that particular area of study.

A mind map which we call a **thematic web** is then developed. The web is a wholistic planning tool which allows teachers and students to work collaboratively to plan topics around particular themes. A web opens up the planning process and invites a rich and creative exploration of ideas and the links between them. The thematic web guides the shape of the course content. The order in which the ideas are studied will be determined by the nature and context of the class. Some courses deal with themes sequentially and others have two or more running concurrently.

The **curriculum planning grid** provides a simple format for determining which elements will be addressed by the learning activities. The grid can be used for planning modelling exercises where the Key Competencies are practised in a range of contexts. It can also be used to plan assessment tasks.

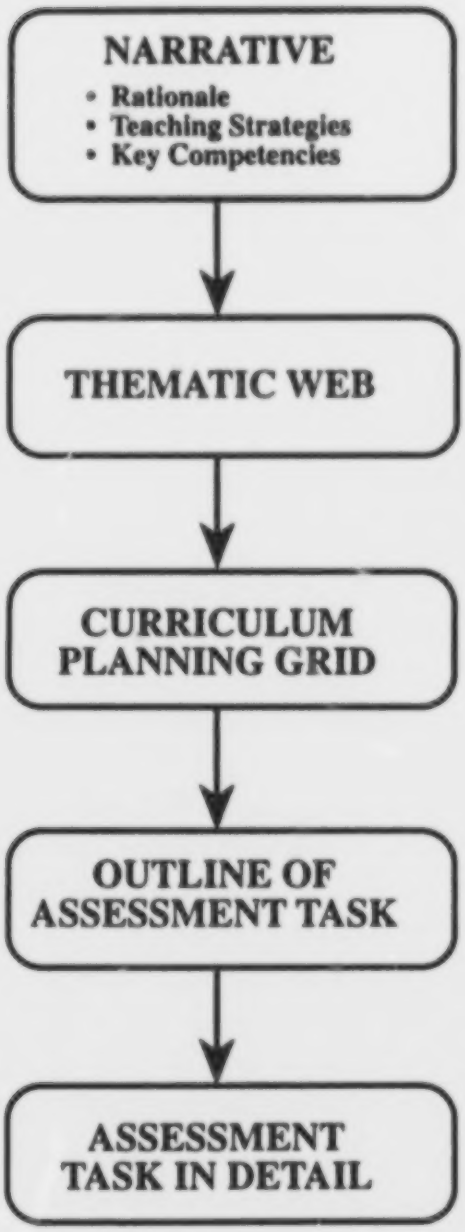
Included next is an example of an **outline of an assessment task** that can be used for planning and moderation purposes. It includes the nature of the task, the details of the assessment and the curriculum context.

In each subject area, we have also included an example of an **assessment task in detail** which outlines the process and content of the learning being assessed and the assessment strategies used.

Where appropriate we have included a resource list of books and organisations to provide support for studying a particular subject area.

The curriculum model we have chosen reflects our belief that the process of learning and creative exploration must be the driving force in the classroom. A flat planning process where assessment tasks determine the shape of the courses ultimately serves no one. We believe that good practice is a relationship between design and teaching as well as practice and reflection. Just as the contributing writers needed to work through a process to arrive at a common model, practising teachers may find that this model needs to be adapted to be a useful tool for them.

Curriculum Development Model of 'Exploring the Options'



Description of a subject area and its applicability to Adult Basic Education and the General Curriculum Options stream.

Wholistic curriculum planning tool which invites collaborative input from teachers and students and demonstrates the links between areas of study.

Format which outlines topics and activities and the competencies they address.
(See Appendix 2)

Outline of an assessment task for planning and moderation purposes.
(See Appendix 3)

Description of an assessment task including the process and outcomes of the learning activities.

GLOSSARY

N.B. These definitions have been written to assist users of this Resource and are not intended to be prescriptive for all contexts.

Assessment:

Assessment is the process of collecting evidence and making judgements on the nature and extent of progress towards the performance requirements set out in a standard, or a learning outcome, and, at the appropriate point, making the judgement as to whether or not the competency has been achieved.

Assessment (Formative):

Assessment which assists and supports learning by advising learners of their progress towards achievement of the competency standard.

Assessment (Summative):

Assessment which determines whether a unit of competency or learning outcome has been achieved for the purpose of formal recognition or training.

Assessment Strategy:

A method of collecting evidence and making judgements including:

- task observation - possibly utilising process and outcome checklists
- demonstration and questioning
- written tests - of either an extended or short response variety
- oral and computer-based tests
- projects and portfolios.

Assessment Task:

An activity which allows a student to demonstrate the required performance criteria of a particular element.

Bridging:

An application of the General Curriculum Options stream where content is directly linked to further education in that field of study.

Competence:

A capacity which is underpinned by skill, knowledge and understanding which is demonstrable in a given context as well as transferable to new tasks and situations.

Competency:

Sometimes called 'Learning Outcome', it refers to what the learner will be able to do as a result of a learning experience. A competency should be demonstrable and assessable.

Curriculum Framework:

The guidelines which form the basis of planning, implementing, evaluating and managing a course in a range of contexts.

Discrete:
An approach to the CGE for Adults where a single stream is studied without formal links or reference to the other streams.

Element:
A specific segment within a competency that is demonstrable at one level in one stream.

Integrated:
An approach where streams of the CGE for Adults are linked thematically or conceptually.

Learning Process:
A series of tasks/activities/experiences which provide many and varied opportunities for students to develop skills needed to demonstrate competence.

Modelling Exercises:
Activities which provide opportunities for students to practise performance criteria in different contexts before being given an assessment task.

Module:
A specific course of study, complete in itself, which encompasses learning in one stream at one level.

Performance Criteria:
The assessable components of an element which determine whether or not a required standard has been demonstrated.

Range and Conditions:
The circumstances in which the learning and assessment occur. They include features such as availability of teacher support or reference material and reflect the degree of autonomy in the learning and assessment process.

Statement of Attainment:
The credential given for successfully completing a module.

Thematic Web:
A mind-map which demonstrates the broad themes and connected ideas to be included in the curriculum. It can be collectively generated with both teacher and student participation.

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Adult Community and Further Education Board and the State Training Board, Victoria (1993) *Certificates of General Education for Adults within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework.*

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The Curriculum Materials

SUBJECT:	**Health and Lifestyle**
LEVEL:	**3**
GCO APPLICATION:	**Integrated**
COURSE TYPE:	**English Speaking Background/ Non-English Speaking Background full-time access program**
NAME OF ORGANISATION:	**Northern Metropolitan College of TAFE**
PROJECT WRITER:	**Fran O'Neill**

NARRATIVE

RATIONALE

In 1993 our college initiated a new program in an attempt to meet the changing needs of students, teachers and external bodies, such as the Commonwealth Employment Service. For the first time, full time study options became available for Level 2, 3 and 4 students. In order to continue to provide part time options for students, a system of 'Core' and 'Elective' subjects was evolved and has been co-ordinated across the four campuses to allow for consistency of delivery and increased opportunity for communication between teachers.

'Literacy through Health Issues and Lifestyle Studies' (commonly called 'Health') is one of the electives students can choose to add to their core Reading and Writing classes to further develop their reading and writing skills and to satisfy any external demands for full time study. One of the strengths of this subject is that there are always inter-relationships to deal with and students' prior knowledge and experiences to draw on to develop new ways of seeing the world. One minute health is a social issue, then it's economic, then it's personal. Before you know it, it's scientific and (probably) political.

The extra strength that a subject like this has is that while students are engaging in new content, they are also developing the skills of reading and writing. In a class like this, there is plenty of opportunity to develop reading and writing for self expression , practical purposes, knowledge and public debate. Working with this subject area helps provide an interactive and comfortable environment for exploring content areas that students desire, for making links between new knowledge and old, and for challenging established attitudes. If what is to emerge is to be real and useful in any way, then the pathway needs to be pretty real too. Appropriate assessment tasks emerge from the interaction and tasks that are already taking place.

TEACHING STRATEGIES

The main focus of the subject has been as a literacy class. We do 'Quick Writes', we 'Look, Say, Cover...' and 'Have a go' at the spelling. We look for the main ideas in a text, find the examples and evidence and decide how good they are. We retell, rewrite and read for the unwritten meanings. We construct our own texts and look for ways to begin sentences and paragraphs.

What is particularly useful about teaching this subject is that I have a focus when I make choices about what texts to use, what issues to raise, what questions to ask. The topics are mostly generated by the students in an initial brainstorm and evolve as we begin to read, write and research. A question like – 'I know cholesterol is bad for you, but what is it and how do you get it?' – is a fantastic aid for me because it gives me some direction about existing needs for knowledge, and together we work out strategies to find out about the topic. Maybe someone else knows and can explain, maybe we need to look up a book in the library, maybe we could look for pamphlets at the Community Health Centre, maybe we could invite someone to speak to us, maybe we could send away for information.

The media is a terrific resource. Most days or weeks at least there is some debate around medical discovery or a personal story on a current affairs program or in the newspapers. I use these as a means of encouraging students to read the media and challenge the issues that are surrounding us.

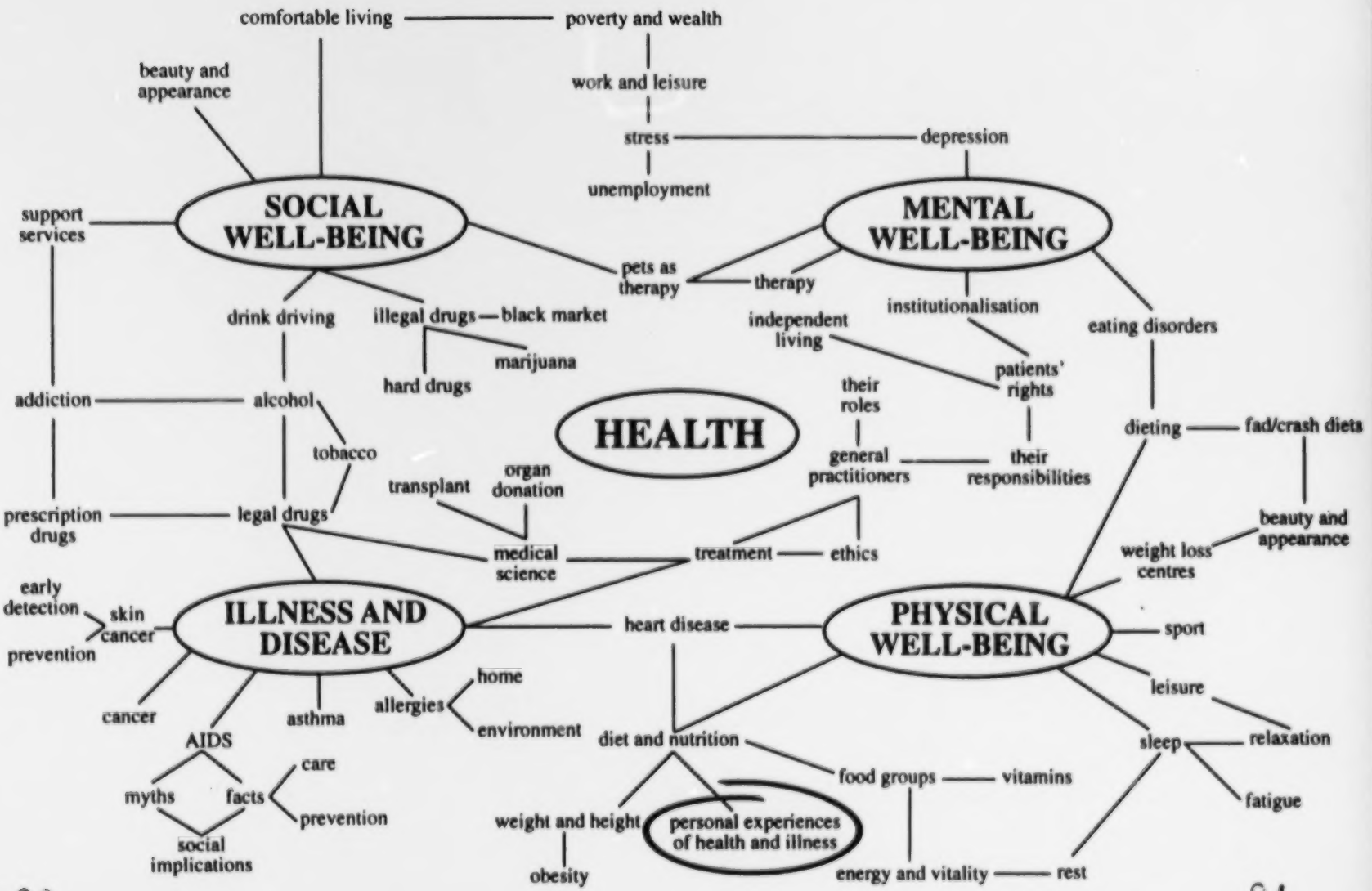
Finally we have our Focus which is intended to examine issues in Health and Lifestyle that are, or could be pertinent to our own everyday lives:

- Diet and nutrition
- Smoking
- Alcohol
- Slip Slop Slap
- General practitioners
- Alternative medicine
- Managing stress
- Exercise
- Leisure
- Watching TV
- Prescription drugs

HEALTH AND LIFESTYLE AND THE GCO STREAM

The subject lends itself well to the development of Key Competencies as students work to solve these problems that arise as part of being in an interactive group. When students work together, solve problems, organise their time, activities and information and engage in communication with each other, they are developing those competencies which are seen as desirable requirements for successful participation in work and society.

THEMATIC WEB



CURRICULUM PLANNING GRID

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
DIET AND NUTRITION – investigating personal experiences of health and illness.	3.1 * Investigation of food groups. Work out a desirable food plan that ensures balanced intake.	3.2 * Arrange a trip to the supermarket. Plan what information is to be collected.	3.3 * Write a narrative of someone else's lifestyle and health patterns.		3.5 * Work out current and ideal weight for height.		
Other Elements Incorporated			**Writing for Self Expression** 3.1 * Writing about one's own lifestyle				

LEVEL: 3 **APPLICATION:** Integrated **THEME:** Diet and nutrition **TOPIC:** Personal experiences of health and illness

* **ReferAppendix 1**

OUTLINE OF ASSESSMENT TASK

TASK

To write, conduct and report on an interview on the topic of lifestyle factors which are likely to affect health.

TARGET(S)

Stream(s)	Element(s)
General Curriculum Options	3.1 Collecting, analysing and organising information
	3.2 Planning and organising activities
	3.3 Comunicating ideas and information
Reading and Writing	3.1 Writing for self expression

TEACHER INTERVENTION AND OTHER ASSISTANCE

In prior discussion teacher guidance is given but nil in performance of the presentation of the report. A range of models of questionnaires, surveys and interviews are provided and students design their own on the basis of their study of these.

CURRICULUM CONTEXT AND GENERAL CONDITIONS

Literacy through Health Issues and Lifestyle Studies is self-selected by students as an elective to a core reading and writing class. The course is a full-time access program with both ESB and NESB students.

After the initial group discussion of health and lifestyle issues, students work on an individual basis, with guidance if needed.

ASSESSMENT TASK IN DETAIL

FACTORS AFFECTING HEALTH

In this detailed example, we are focusing on one element of four that were included in the overall task of preparing and conducting interviews and reporting the findings. The activities described were part of the preparation process that preceded the interviews.

TASK

Identify factors which could contribute to a person's or group's health and explore these in the light of the World Health Organisation's (WHO) definition of health: 'a complete state of physical, mental and social well-being and not merely the absence of disease'.

ACTIVITIES AND ASSESSMENT

Learning Outcome

Element 3.1 Can collect, analyse and organise information

Performance Criteria

1. Clarify the needs of the audience and the purposes of the information

Activities

- students **participate in discussion** about the purpose of identifying key factors which contribute to health and well-being:
  - to develop understanding of health and the relevance of lifestyle
  - to attempt to determine the level of an individual's or group's control over their health and lifestyle
- students **complete a journal entry** which states their perceptions of issues which are both within and beyond our control
- students **participate in discussion** about the World Health Organisation (WHO), its role, responsibilities and possible influence
- students **record and examine** the WHO's definition of Health in the light of their own perceptions of health.

Assessment Strategies

- teacher **observation and note taking** on all the above.

Performance Criteria

2. Access and record information from a variety of sources

Activities

- students **record** the names of texts which have been used to help develop their list of lifestyle factors
- students **contribute** their own personal stories, experiences and understandings of factors which contribute to health and well-being
- students **view and take notes from** one of the commercially produced TV 'infotainment' shows on health and lifestyle and **identify** any issues which may be relevant to our purposes
- students **record** these factors in small groups and **provide** any descriptions, evidence and/or examples that may be necessary
- students **transfer** from small group and use discussion and outcomes to **contribute** their knowledge and understanding to a whole group discussion.

Assessment Strategies

- teacher **records** this discussion in a central place
- teacher **observation and note taking** on all the above.

Performance Criteria

3. Select categories or structures by which to organise information

Activities

- in small groups students **examine and record** WHO categories and decide whether they are useful for their purposes
- on paper students **group lifestyle factors** which they see as having similar characteristics
- students **name and list** the categories that these factors fit into
- students **document** this information in the form of a mind map and show any links which exist between categories
- students complete a journal entry about their process and any new knowledge or perceptions they have gained.

Assessment Strategies

- teacher **observes** process and 'maps' from each group
- teacher **keeps a copy** of these draft maps from each group.

Performance Criteria

4. Assess information for relevance, accuracy and completeness

Activities

- each small group **displays and explains** their map
- students **respond** to teacher's and other students' requests for any clarification
- students **make any alterations** they see as necessary after this discussion and feedback
- each student **keeps a record** of their group's map until a later date (after conducting interviews), when it will be reviewed.

Assessment Strategies

- teacher **observes and takes notes** on these reports, questions and explanations
- teacher **keeps a copy** of each group's map as a record of progress.

HEALTH AND LIFESTYLE RESOURCES

The following organisations and agencies are worth trying for resources, information or possibly to organise guest speakers:

AIDS Council
117 Johnston St, Collingwood 3066 ph: 483 6777

Anti-Cancer Council of Victoria
1 Rathdowne St, Carlton 3054 ph: 279 1111

Asthma Foundation of Victoria
101 Princess St, Kew 3101 ph: 853 5666

Blood Bank (Red Cross) enquiries: ph: 694 0300
mail: Kavanagh St, Sth Melbourne 3205 ph: 694 0111

Community Health Centres – suburbs are listed alphabetically

Diabetes Australia - Victoria
260 Kooyong Rd, Caulfield 3162 ph: 523 0044

Drug Services Victoria
Smith St Centre, 5/7 Smith St, Fitzroy 3065 ph: 419 3644

Epilepsy Foundation of Victoria
818 Burke Rd, Camberwell 3124 ph: 813 2866

Regional numbers are also provided in the white pages

Health and Community Services Department (State Department) has multiple listings including:

Information and Publications ph: 616 7333

Administration and General Enquiries
555 Collins St, Melbourne 3001 ph: 616 7777

Health, Housing and Community Services Department (Federal Department)
GPO Box 9848, Melbourne 3001 ph: 285 8888

Kidney Foundation Australia
620 St Kilda Rd, Melbourne 3001 ph: 525 1515

Life Be In It Australia
Batman Ave, Melbourne 3001 ph: 654 8222

Local Council –
Look under your local council alphabetically in the White Pages and see what kinds of support services they provide.

National Heart Foundation
411 King St, West Melbourne 3003 ph: 329 8511

Heart Health Information ph: 321 1555
Literature Ordering Number ph: 321 1515

QUIT Campaign
25 Rathdowne St, Carlton 3054 ph: 663 7777

Schizophrenia Australia Foundation
223 McKean St, Fitzroy Nth 3068 ph: 482 4199

SUBJECT:	**Creative Arts**
LEVEL:	**2**
GCO APPLICATION:	**Integrated**
COURSE TYPE:	**English as a second language (ESL) Literacy for Office of Labour Market Adjustment (OLMA) Students (Retrenchees from Textile, Clothing, Footwear Industries)**
NAME OF ORGANISATION:	**Moonee Ponds Community Centre**
PROJECT WRITER:	**Laura Brearley**

NARRATIVE

RATIONALE

The creative arts enrich, enliven and deepen the experience of learning. Integrated into adult basic education courses, creative processes provide opportunities for:

- Flexible application within the curriculum
- Multi-layered learning processes and outcomes
- Individual and group experience
- Adaptation for use in both general and vocational education

Flexible Application

The arts can be incorporated into the curriculum through exposing students to the works of artists or through practical participation in creative activities.

Direct exposure invites us into a world where language, sound and colour are played with and combined in fresh and hopefully illuminating ways. Witnessing the creative expressions of others can open our eyes to a new way of seeing ourselves and the world.

Participation in creative activities such as group collage, multicultural dance or costume design allows us to explore themes in innovative ways and can lead to a group project which can be displayed, published, or peformed.

Multi-layered Learning

Creative arts projects provide opportunities to develop language in a range of functions e.g. instructional, descriptive, expressive, technical etc. As well as supporting linguistic development, creative arts applications help promote a positive shift in self-perception. There is a sense of liberation that occurs when we break through feelings of limitation or inadequacy and tap into areas of previously unexpressed potential. Some creative forms such as singing, dancing, mime and deaf-signing of songs involve breathing and moving and introduce a kinesthetic experience of learning beyond the cognitive level.

Individual and Group Experience

Creative processes are generally adaptable for assisted, independent or collaborative learning. One model of group work that we have found to be particularly effective is peer tutoring where students pass on the skills they have acquired to other learners. Participative performance guided by teachers and led by students is a powerful and affirming experience for all involved.

General and Vocational Educational Contexts

We have found that the qualities that can enrich a personal life can also support the process of exploring a new vocational context. Creative expression and the process of change are closely linked. Both require courage, commitment and a stretch that may be uncomfortable. Both may be approached with fear and resistance. Ultimately, the sense of what is possible can be expanded. A wholistic curriculum recognizes and facilitates the transferability of skills, knowledge and understanding amongst all aspects of our lives.

TEACHING STRATEGIES

Strategies that work

Practitioners are often challenged by the students' initial expectations of what the learning process should be. Most come from the tradition where curriculum is imposed, students are generally passive and language learning is grammar. We now engage all new classes in some Learning to Learn processes in order to free up and renegotiate the classroom dynamics. Even with this approach, we have found that in working with new students in the creative arts, we need to clearly and repeatedly demonstrate the educational value and rationale of incorporating the activities into the curriculum.

A strategy that has proved very effective has been to work on group projects which have clear outcomes that extend beyond the classroom. This may be in the form of a display, a performance or a collaboration with another class or organisation.

The OLMA Expo

Much of the creative arts curriculum that is being described in this document grew out of a large event staged by three of our Labour Market classes in 1993. For 16 weeks, forty-five students and eight teachers worked together to put on a display and performance on the theme of 'Change'. The event was known as the OLMA Expo, taking its name from the Department of Employment, Education and Training (DEET) program that funds these particular groups of retrenched workers. The planning and preparation for the Expo was one aspect of their full-time course. The clear goal and the public nature of the event gave the work a context and a sense of importance.

What we learnt from the Expo was the delicacy of the balance required between planning and leaving room for negotiated outcomes. The vision for the Expo evolved in a rather lurching way as we determined the capacity and interest areas of our students. We made things up as we went along, scrapping ideas that weren't working and hatching new ones.

Because of the public nature of the event, the project w[illegible]manding and risky and wonderful. All of us were required to stretch [illegible]hat kind of courage is witnessed, a participative performance can m[illegible]o the realm of ritual.

CREATIVE ARTS AND THE GCO STREAM

We found that the central theme of 'Change' held the different components of the course together. Clearly the creative arts applications linked into the topic of 'Expressing creative potential'. It also facilitated the exploration of 'Multiculturalism' through song and dance within the theme of 'Migration'. Also, it was possible to explore the experience of unemployment within the theme of 'Work' through the media of poetry and song.

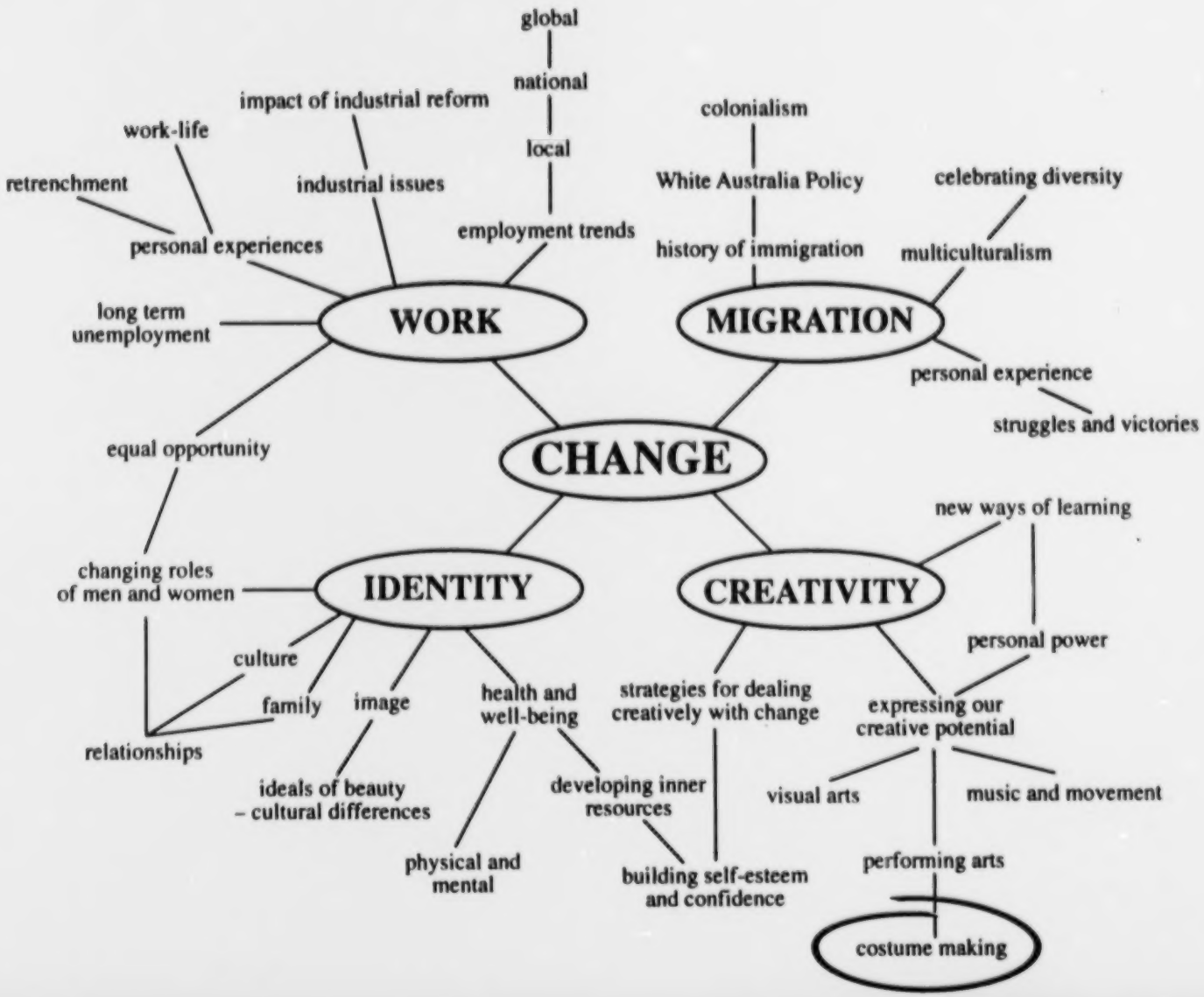
The planning for the Expo performance naturally integrated elements from the other streams. There was a great deal of writing and communication involved in the complex task of advertising and preparing for the event. The domain of practical purposes was well covered and because of the personally relevant nature of the theme, self-expression also emerged in many aspects of the course.

The task of designing and creating the butterfly costumes ran over a period of six weeks. On average, three hours a week were spent on the activity. The three elements that were assessed from this task were:

- Planning and organising activities
- Working with others and in teams
- Solving problems.

Within the creative arts applications, these elements appeared frequently along with 'Communicating ideas and information'. This gave students many opportunities for modelling the competencies in a range of contexts.

THEMATIC WEB



CURRICULUM PLANNING GRID

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
COSTUME MAKING		2.2 * Students collectively plan the sequence of design and the construction of butterfly costumes to be worn in a public performance.		2.4 * Working in groups, students plan, design and construct seven uniquely patterned butterfly costumes. They must complete the task within the time-frame leading up to the performance.		2.6 * Problems to be overcome include: 1) difficulties associated with attaching the costumes to the body; 2) what to make antennae from and how to attach them to the costume; 3) constructing the costumes with only two sewing machines available.	
Other Elements Incorporated		**Writing for practical purposes** 2.2 * Writing a plan of action.				**Oracy for practical purposes** 2.2 * Giving and receiving instructions and suggestions.	

LEVEL: 2 **APPLICATION:** Integrated **THEME:** Change **TOPIC:** Expressing Our Creative Potential

*** Refer to Appendix 1**

OUTLINE OF ASSESSMENT TASK

TASK

To work in groups to make a number of full-scale patterns of butterfly costumes that fit the human body.

TARGET(S)

Stream(s)	Elements
General Curriculum Options	2.2 Planning and organising activities
	2.4 Working with others and in teams
	2.6 Solving problems
Reading and Writing	2.2 Writing for practical purposes
Oral Communication	2.2 Oracy for practical purposes

TEACHER INTERVENTION AND OTHER ASSISTANCE

Students work in groups of three and four with guidance from teacher when appropriate. They write a plan of action describing the design and construction process. A range of opportunities are given for students to give and receive instructions and suggestions.

Students take responsibility for the process where feasible.

Material for costumes has been dyed by students in earlier sessions. Extra coloured material is provided for decoration purposes. Sewing machines are provided and students take turns in using these. Appropriate sewing and measuring equipment is also provided.

Time allocated to task is six weeks.

CURRICULUM CONTEXT

Full-time ESL Literacy Course with GCO stream being integrated with the three other streams. The theme of the course is 'Change'.

ASSESSMENT TASK IN DETAIL

COSTUME MAKING

The process of costume making falls into three main areas, which intertwine and shape each other. These are Pattern Making, Design and Decoration and Construction of the Costumes. In the first two stages there is considerable overlap of skills and knowledge as aspects of design are covered in both Pattern Making and in Decoration.

In this example, we will look at the elements of Planning and organising activities (2.2), Working with others and in teams (2.4) and Solving problems (2.6). We will show how the performance criteria in these elements may be demonstrated and assessed during the costume making process.

TASK

Students are asked to work in groups to make a number of full-scale butterfly costumes that fit the human body.

ACTIVITIES & ASSESSMENT

- Students look at a range of butterflies in nature books, observing and commenting on the different colours and shapes.
- Design issues are discussed in the whole group e.g. will the costumes include the butterfly body or just have the wings? How will they be securely attached to a moving body? What will the feelers be made from and how will they be attached?
- Working in groups, students join together sheets of butchers' paper to make an area of paper two metres square.
- The paper is held up against a body with outstretched arms and measurements of the arm span and length of body are made.
- Students roughly draw the outline of the butterfly shape and the coloured markings on the paper.
- This design is traced on to tissue paper.
- The fabric for the costume is selected and the colours for the decorations are chosen.
- The tissue paper is pinned on to the fabric and the colours for the decorated shapes are labelled.
- Students cut out fabric for costumes and decorative applications. They then choose appropriate method of application – sewing, glueing, applying Velcro etc.

- In groups, students construct the costumes, negotiating with other teams about the use of sewing machines and equipmment.
- Costumes are tried on and adjusted as needed.
- Throughout the different stages of the process, students descibe orally and in written form the activities they have just completed.

Strategies for assessing the costume making process include teacher observation, student self-assessment, discussion with students and the evidence of the completed butterfly costumes.

To meet the performance criteria for **Planning and organising activities (2.2)**, students were required to:

1) Maintain a focus throughout the pattern-making and design processes through to completion of the costume.
2) Check the process and ensure that the quality of the outcome met the required standards and could be used in performance.
3) Ensure that the stages in the process were carried out in the correct order and that the costumes were completed by the due date.

To demonstrate **Working with others and in teams (2.4)**, students were required to:

1) Clarify the purpose of team-work and understand the advantages of pooling creative ideas.
2) Work out how tasks would be shared within the group.
3) Work cooperatively to get the costumes finished in time.

The performance criteria in **Solving problems (2.6)** meant that students needed to:

1) Clarify the steps required in the pattern-making, design and costume construction tasks.
2) Follow through the necessary steps to completion.
3) Respond to the problems that arose through all phases of production.
4) Check throughout that the process was on track and that the final costumes met the requirements.

For moderation purposes, a teacher's checklist of the students' performance, an example of a student's journal and a photograph of the completed costumes were used.

CREATIVE ARTS RESOURCE ORGANISATIONS

Arts Access Society Inc.
109 Sturt St, South Melbourne 3205 — Ph. 03 699 8299
Resource Officer: Ms Carole Downey — Fax 03 690 4925

Community Arts Network
1st Floor 156 George St, Fitzroy 3065 — Ph. 03 417 1133
Executive Officer: Mr John Salisbury — Fax 03 416 3538

Footscray Community Arts Centre
45 Moreland St, Footscray 3011 — Ph. 03 689 5677
Further Education Coodinator: Ms Lynne Hyland — Fax 03 689 7886

Moonee Ponds Community Centre
Cnr Mt Alexander and Pascoe Vale Rds,
Moonee Ponds 3039 — Ph. 03 3704722
ALBE Coordinator: Ms Carmel Dignam — Fax 03 326 1548

Multicultural Arts Victoria
1st Floor, 156 George St, Fitzroy 3065 — Ph. 03 417 6777
Executive Officer: Mr Fotis Kapetopoulos — Fax 03 416 3342

Ministry for the Arts
Level 6, 2 Kavanagh St, South Melboume 3205 — Ph. 03 684 8888
Local Arts Dev't Executive Officer: Mr Greg Marginson — Fax 03 6166186

Victorian Arts Council
Suite 6, Box Hill Central, Main St, Box Hill 3128 — Ph. 03 899 0600
Executive Director: Mr Don Mackay — Fax 03 899 0859

Australian Council of Trade Unions
5th Floor ACTU,
393-397 Swanston St, Melbourne 3000 — Ph. 03 663 5266
Arts Officer: Mr Peter Duncan — Fax 03 663 4051

SUBJECT:	**Social History**
LEVEL:	**2**
GCO APPLICATION:	**Integrated**
COURSE TYPE:	**Full-time Basic Work Skills Program**
NAME OF ORGANISATION:	**Outer Eastern College of TAFE**
PROJECT WRITERS:	**Margaret Taylor and Janet di Carlo**

NARRATIVE

RATIONALE

In the past, participation by literacy students in traditional content areas such as history, has been limited. Developments in critical literacy research and practice have resulted in the emerging need for curricula that informs knowledge areas. The General Curriculum Options have made available a content-based framework that is applicable to a wide range of contexts and content areas. The history focus we chose to take was 'The Two Faces of Power: Towards an Understanding of Aboriginal Culture'.

Social Justice and Literacy

An increasing awareness of Aboriginal culture has led to a re-interpretation of Australian History that moves away from a Western dominated understanding and towards ownership and recognition of knowledge held by indigenous people. It is important that white Australians understand history in order to make informed judgements.

Within a literacy context this is particularly useful because power and value judgements based in our language need to be recognised. As literacy itself is a social justice issue, so then the empowerment of students can be seen to parallel the emerging empowerment of displaced indigenous people.

TEACHING STRATEGIES

This subject looked at the broad notion of 'power' in society and how it affects and influences indigenous peoples, nationally and locally. As the classroom discourse developed, the course content evolved and took shape, and particular issues relating to notions of power emerged. Historical misinformation and white myths regarding the history of Australia, including the power of the dominant discourse, were the springboards from which we explored these issues. Negotiated areas of interest were fundamental.

Negotiated Curriculum

In approaching this subject matter as teachers, we have found that we had to learn along the way with our students. Our material and activities were shaped and modified by the issues and by the students' responses to the subject matter. Their ideas of the society they live in were challenged by the historical information they were asked to confront. We use this word advisedly, as some students felt uncomfortable looking at this particular notion of 'power' within their world. In this sense, the subject matter and activities of this unit required interpretive and analytical skills of both teacher and student.

Independent learning strategies and individual learning styles were important teaching considerations. Culturally sensitive issues were explored as the participants were in a position to take them on board.

Challenging pre-conceived notions can be threatening, so it was important to be aware of addressing the notion that learning implies change.

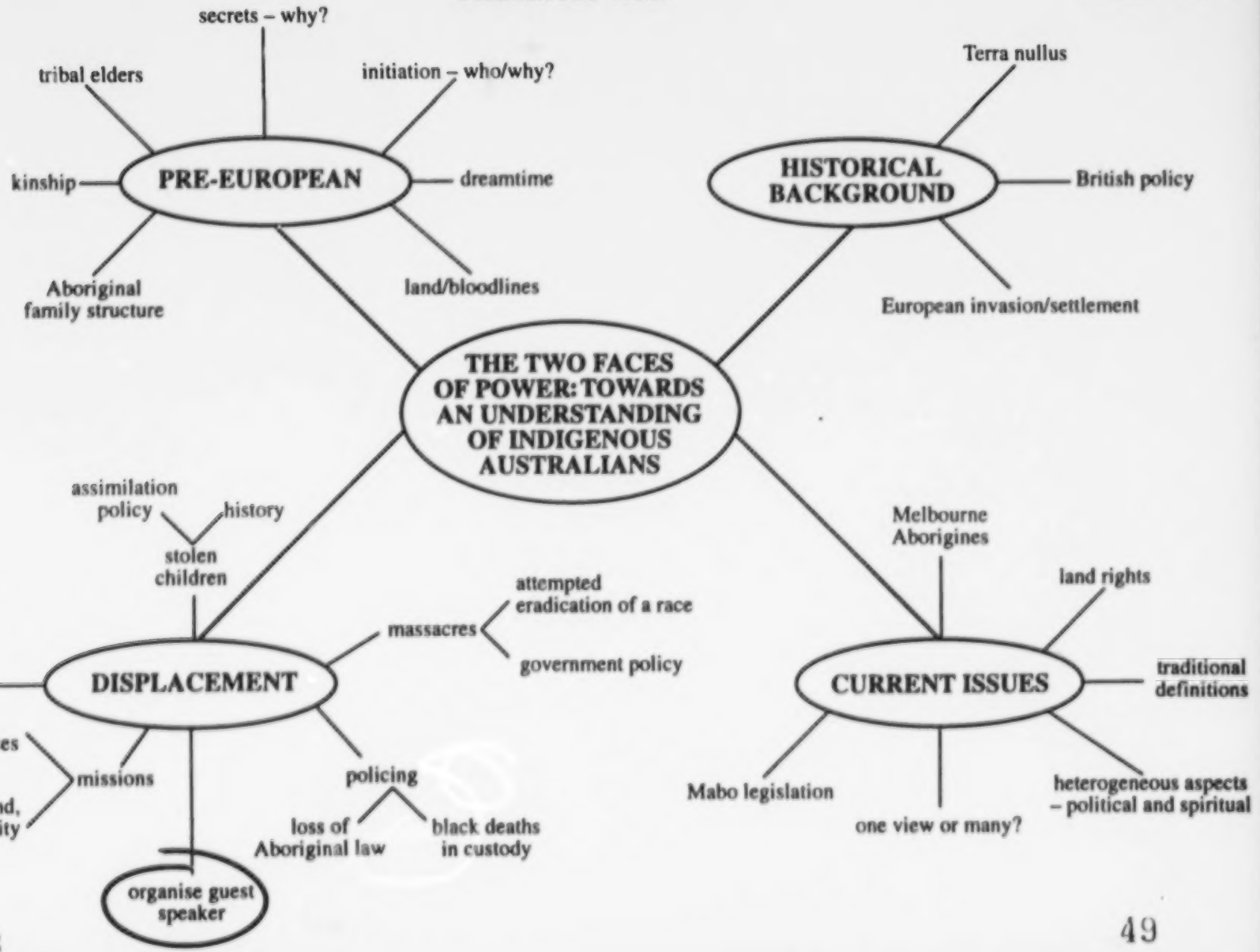
SOCIAL HISTORY AND THE GCO STREAM

The unit was integrated with the Reading, Writing and Oral Communication Streams as a way of bringing a focus and purpose to the streams and demystifying traditional subject areas. The range of areas of exploration is endless, depending on the needs of the students.

The GCO elements which were easily applied within this context were:

- Collecting, organising and analysing information
- Planning and organising activities
- Communicating ideas and information
- Working with others and in teams
- Solving problems.

THEMATIC WEB



CURRICULUM PLANNING GRID

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
ORGANISE THE VISIT OF A GUEST SPEAKER – Plan content of interview focusing on issues of displacement.	2.1 • Formation of questions and preliminary information search.	2.2 • Deciding on issues involved in organising a speaker. Negotiating distribution of responsibility for organisation of various aspects of visit.	2.3 • Drafting interview questions to the anticipated context and audience. Using feedback from speaker to check for completeness and accuracy of responses. Communicating the relevant issues resulting from the interview to a third party.	2.4 • Students assist each other in formulating questions and locating sources of information.		2.6 • Overcoming barriers to finding sources of materials e.g. oral history etc.	2.7 • Using computer in library to track down resources.
Other Elements Incorporated	**Reading for knowledge** 2.7 • Researching topic.	**Oracy for Practical Purposes** 2.2 • Clear communication throughout planning process.					

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LEVEL: 2 **APPLICATION:** Discrete **THEME:** Displacement **TOPIC:** Organising visit of guest speaker to discuss issues of displacement

• **Refer Appendix 1**

OUTLINE OF ASSESSMENT TASK

TASK

To organise the visit of a guest speaker, negotiating in groups about individual roles and responsibilities; prioritising and allocating these roles and responsibilities. Preparation includes developing a list of appropriate questions to be directed from the group to the speaker.

TARGET(S)

Stream(s)	Element(s)
General Curriculum Options	2.1 Collecting, analysing and organising information
	2.2 Planning and organising activities
	2.3 Communicating ideas and information
	2.4 Working with others and in teams
Reading and writing	2.7 Reading for knowledge
Oral communication	2.2 Oracy for practical purposes

TEACHER INTERVENTION AND OTHER ASSISTANCE

Some teacher guidance provided as feedback on ideas before task. Teacher provides a list of names of prospective speakers and a budget for catering and travel.

CURRICULUM CONTEXT AND GENERAL CONDITIONS

This is a full-time basic workskills program. Communication skills are developed through this practical application.

Students work in pairs or small groups . Group negotiation and support is part of the tasks. Co-ordination and negotiation of interview and prior planning of interview material is part of group responsibility. Students will provide feedback through notetaking during interview.

ASSESSMENT TASK IN DETAIL

ORGANISATION OF GUEST SPEAKER

Aim:

To provide a context in which students can:

- Demonstrate skill in communication with organisations and individuals.
- Negotiate issues to be explored and lines of questioning within a group.
- List and organise information and lines of questioning into a sequence.
- Evaluate and organise information from the interview into a report and into possibilities for individual research projects.

TASK

To organise and prepare for a visit of a guest speaker to discuss issues of displacement.

ACTIVITIES & ASSESSMENT

Plan:

1. In small groups or pairs students will organise:
   Who to invite to speak to the group (Group 1)
   Dates, times and costs of speaker (Group 2)
   Transportation and lunch for speaker (Group 3).

2. In a full class students will co-ordinate and negotiate the broad plan for the interview.

3. Students will draft questions in areas of particular interest.

The preceding classwork will contribute to students framing their questions in a culturally sensitive manner. The subject matter of this material is basically interpretive. There are no rights and wrongs. Students have been encouraged to perceive and appreciate the historical information from many perspectives. In this sense, the aims and objectives demand a sensitivity and cultural perceptiveness that will challenge both the teacher and the student.

Alternative Plan:

The steps in the plan above depend upon the nature of the group and the focus of the teacher. Students may, therefore, prefer to decide on a guest speaker on the basis of the questions they wish to have answered. The order of the previous plan would be reversed.

This activity gives students the opportunity to satisfy the performance criteria of a number of elements in the GCO stream (Level 2 or other as appropriate):

2.1 Can collect, analyse and organise infomation
2.2 Can plan and organise activities
2.3 Can communicate ideas and information
2.4 Can work with others and in teams.

All stages of this project are accomplished with teacher support and regular feedback.

Students will:

- Demonstrate negotiation skills within the group to decide on the questions to be asked
- Reach group consensus on the issues to be decided in organising a speaker
- Draft interview questions to the anticipated context and audience
- Structure the interview situation to ensure the comfort and success of the speaker
- Ask interview questions using negotiated form and style
- Communicate clearly and coherently so that the information is organised for the prescribed purpose
- Use feedback from the speaker to check for completeness and accuracy of responses
- Take notes on the talk to record the main issues of interest to the group
- Communicate the relevant issues resulting from the interview to a third party.

This will be recorded for assessment purposes by:

- Notes from group discussion and negotiation
- Production of written information in sequential format
- Self-assessment
- Peer assessment
- Teacher observation
- Outcomes satisfactory to all participants using the established guidelines
- Group assessment and feedback.

SOCIAL HISTORY RESOURCES

The Age, *Black Australia*, selected articles reprinted from The Age, April 1982 – November 1988.

Astley, Thea, *A Kindness Cup*, Thomas Nelson Ltd, Melbourne, 1977.

Calderc, D.B. & Goff, D., *Aboriginal Reserves and Missions in Victoria.*, Aboriginal Lands Group, Department of Conservation and Environment, 1991.

Chatwin, B., *Songlines.*, Picador, London, 1988.

Davis, J., Miochne, S., Narogin, M., Showmaker, A., (ed) *Paperbark*, University of Queensland Press, St. Lucia Qld, 1990.

Elder, B., *Blood on the Wattle: Massacres and Maltreatment of Australian Aborigines Since 1788*, National Book Distributors, Brookvale, NSW, 1988.

Drewe, R., *The Savage Crows*, Picador, Woollahra, Sydney, 1976.

Gare, N., *The Fringe Dwellers*, Sun Books, Melbourne, 1988.

Gilbert, I., *Aborigines of Bulleen*, Doncaster–Tempelstowe Historical Society, 1989. (This resource is important because it is a prime example of white misrepresentation of Australian history.)

Havecker, C., *Understanding Aboriginal Culture*, Cosmos Periodicals, Lane Cove, NSW, 1987.

Herbert, X., *Capricornia*, Angus & Robertson, NSW, 1989

Hercus, L., Sutton, P., (ed) *This What Happened*, Australian Institute of Aboriginal Studies, ACT, 1986.

Jackomos, Powell, D., *Living Aboriginal History of Victoria: Stories in the Oral Tradition*, Press Syndicate of the University of Cambridge, Melbourne, 1991, copyright, Museum of Victoria.

Johnson, C. (nee Narogin), *Dr. Wooredy's Prescriptions for Enduring the Ending of the World*, Hyland House, Melbourne, 1978.

Johnson, C., *Wild Cat Falling*, Angus & Robertson, Aust, 1989.

Keneally, T., *The Chant of Jimmy Blacksmith*, Penguin Books, Victoria, 1989.

KOORIE, published by Creative Solutions, Koorie Cultural Heritage Trust, 1991.

Langford, R., *Don't Take Your Love to Town*, Penguin Books, Australia, 1989.

Lawlor, R., *Voices of the First Day*, Inner Traditions, Rochester, USA, 1991.

Mathews, J., *The Two Worlds of Jimmie Barker: The Life of an Australian Aboriginal 1900–1972 as told to Janet Mathews*, revised edition 1988, Australian Institute of Aboriginal Studies, Canberra, 1977.

Mathiessen, P., *In the Spirit of Crazy Horse*, Harvill, London, 1992.

Morgan, S., *Wanamurraganya: The Story of Jack McPhee*, Freemantle Arts Centre Press, 1989.

Moser, L., 'The Impact of Literacy and Numeracy on Victorian Koories, Historical and Contemporary', from *Working Together*, Ministry of Education, Victoria, 1990.

SUBJECT:	**Science – The Human Body (2) – Energy (4)**
LEVEL:	**2 and 4**
GCO APPLICATION:	**2 – Discrete 4 – Integrated/Bridging**
COURSE TYPE:	**Mainly Non-English Speaking Background, Part time Access Program**
NAME OF ORGANISATION:	**Western Metropolitan College of TAFE**
PROJECT WRITER:	**Syed Javed**

NARRATIVE

RATIONALE

'In today's industrialised societies every citizen is faced with public issues whose discussion requires some scientific background, and therefore every citizen should have some level of scientific literacy. There could be serious threats to our system of society from a scientifically illiterate electorate. The dangers may range from political demagoguery to the decay of the democratic process as vital decisions that affect everyone have to be made by an educated and probably unelected elite.' [Hazen, R.M.,1991]

- Science teaching/learning provides an excellent opportunity to examine the role of science in society critically. ALBE (Adult Literacy and Basic Education) science means exploring not only the skills and bodies of scientific knowledge but also the traditions through which this knowledge in built, the ways it affects people and the ways people affect it.

- Due to its ability to provide direct experiences through hands-on activities, science provides an excellent opportunity to develop skills of reading and writing with a focus on literacy.

Full participation in society

- With the pervasive influence of science in society, ALBE students can enjoy their engagement with activities that enhance their everyday practical knowledge.

- An understanding of the basic tenets of science is integral to participation in debate on various matters of public interest. These matters range from the ozone layer to genetic fingerprinting and nuclear reactors.

- Science offers an excellent opportunity to develop skills for the practical purposes domain of literacy through its emphasis on following procedures and routines.

Vocational applications

- The main genres of communication in science, such as reports, explanations and diagrams are useful for building skills for the workforce of a clever country. Science can be a meaningful medium through which skills relevant to the workplace can be acquired by the adult learner.

- Science is a pre-requisite for a great number of pre-vocational and further education courses. Literacy students at Levels 3 and 4 of the Framework would have better opportunities to participate in such courses with a Certificate of General Education that includes science.

TEACHING STRATEGIES

- Brainstorm ideas in a cooperative, sharing, non-threatening and non-competitive atmosphere to build teaching/learning strategies on students' previous understandings and preferred learning styles.

- Simplify the language of science so that non-technical text is in plain English.

- Discuss technical vocabulary and suggest strategies for short and long term memory.

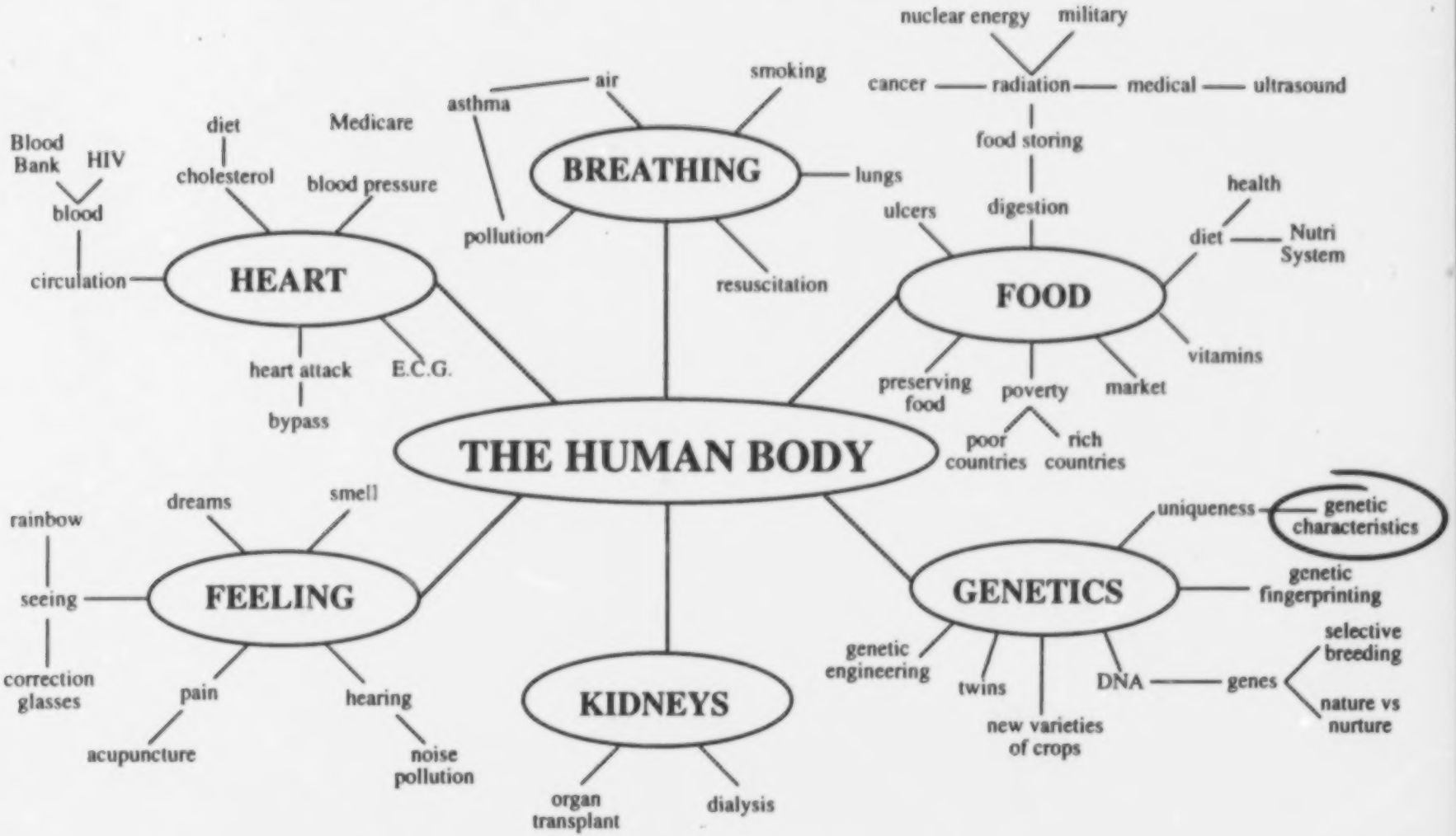
- For hands-on activities use everyday household materials as much as possible. Simple standard equipment like test tubes, beakers etc. should be available as a choice. Initially students feel more secure using everyday objects.

- Provide models of expected written tasks. At the lower levels (Levels 1 & 2), allow students to use journal writing for activities and practicals. Journal writing helps to clarify meaning of what is being learned. At later stages introduce the genres of report, explanations etc. Help students write with cloze activities, joint construction and by providing them with a list of useful words to use.

SCIENCE AND THE GCO STREAM

The five competencies of the General Curriculum Options we focused on in our science curriculum were:

- Collecting, analysing and organising information
- Communicating ideas and information
- Working with others and in teams
- Solving problems
- Using mathematical ideas and information.


THE HUMAN BODY
HEART
Blood Bank
HIV
blood
circulation
diet
cholesterol
Medicare
blood pressure
heart attack
bypass
E.C.G.
BREATHING
asthma
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smoking
pollution
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resuscitation
FOOD
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rich countries
FEELING
rainbow
dreams
smell
seeing
correction glasses
pain
acupuncture
hearing
noise pollution
KIDNEYS
organ transplant
dialysis
GENETICS
uniqueness
genetic characteristics
genetic fingerprinting
genetic engineering
twins
new varieties of crops
DNA
genes
selective breeding
nature vs nurture

CURRICULUM PLANNING GRID

Science – Example 1

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
FACTORS DETERMINING PERSONAL CHARACTER-ISTICS	2.1 * Personal profiles – cut and paste on a cardboard sheet and make comparisons to find out which individuals have most common characteristics.		2.3 * In groups, students discuss genetically and environmentally determined characteristics.	2.4 * In pairs, students identify personal genetic characteristics and complete a personal profile form.			
Other Elements Incorporated							

LEVEL: 2 **APPLICATION:** Discrete **THEME:** The Human Body – Genetics **TOPIC:** Uniqueness

* **Refer to Appendix 1**

OUTLINE OF ASSESSMENT TASK
Example 1

TASK

To explore the nature of genetically and environmentally determined personal characteristics.

TARGET(S)

Stream(s)	Element(s)
General Curriculum Options	2.3 Communicating ideas and information

TEACHER INTERVENTION AND OTHER ASSISTANCE

Throughout activity, teacher provides support and assistance in applying handout material to given situation.

CURRICULUM CONTEXT AND GENERAL CONDITIONS

This group is developing literacy skills through the content of science. However, the task focuses on Key Competencies in a discrete format for the purposes of the General Curriculum Options stream. The course is a part-time access program for people mainly from an English speaking background.

ASSESSMENT TASK IN DETAIL
Example 1

UNIQUENESS – GENETIC CHARACTERISTICS – LEVEL 2

This activity serves as an introduction to the unit of genetics. The main aims of this activity are to promote discussion and to:

- develop an awareness of genetics as a branch of study dealing with issues of heredity
- gain awareness of personal genetic features
- recognise environmental and genetic variations
- promote cooperation, communication and sharing of information
- encourage understanding of personality differences
- develop skills in diary writing
- develop skills in observation and analysis.

TASK

To explore the nature of genetically and environmentally determined characteristics.

ACTIVITIES & ASSESSMENT

Plan:

- One way to start the lesson is to show a picture of twins on a transparency and ask the class to comment on their experiences with twins. The discussion may bring up issues like identical twins, Siamese twins and quadruplets. Lead the discussion into exploring inherited and environmentally acquired characteristics.

- Working in small groups, students discuss characteristics that are thought to be genetically or environmentally determined. Lists are then drawn on the board for suggested environmental and genetic characteristics. The discussion could also cover issues of inherited intelligence, personality, knowledge etc. The teacher can lead the discussion so that students can distinguish between directly observable and inferred characteristics.

- Students, working in pairs, identify personal genetic characteristics and complete a personal profile form. They are given a handout on uniqueness which contains 15 characteristics that students are asked to observe. It also tells them how to go about the activity. When all students have completed their personal profiles, they are encouraged to change partners and verify the correctness of their records. (There may be some differences in opinion on characteristics like 'widow's peak' or attached/detached earlobes and it is during these instances that I have found students engaging in the process of verification and valuing consensus.) I have noticed students enjoying this activity after a bit of initial nervousness.

- When all students have completed and verified their records they are asked to cut out the profile strip and paste all strips on a cardboard sheet. When all strips are pasted on the cardboard it becomes easier to compare the records to see if any two match identically.

- As a follow-up task, photocopies of this collection of strips can be distributed to each group to find out which two individuals in this group have the most characteristics in common.

Element: 2.3 Can communicate ideas and information

1. Read the hand-out and consult with the partner to establish relevant genetic characteristics. [Assessment : Teacher observation]

2. Complete personal profile form appropriately for the given characteristics. [Assessment: Text response]

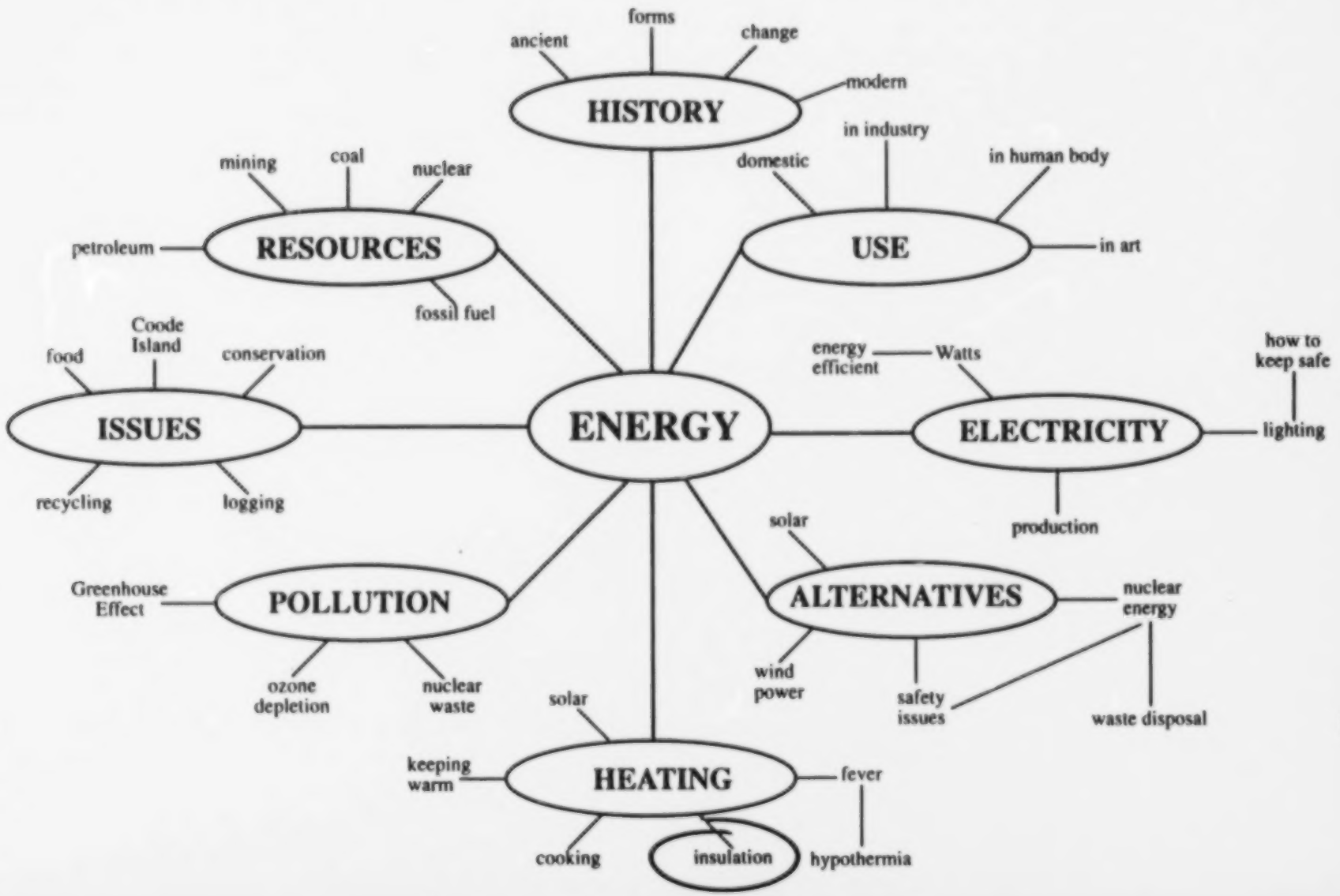
3. Verify accuracy of the information in personal profile by swapping partners. [Assessment: Self-correction]

4. Cut out profile strips and paste it appropriately on the card sheet. [Assessment: Finished product quality]

5. Compare the completed group profile to find best matching pair. [Assessment: Teacher observation / Task completion]

6. Write comments in personal diary by reflecting on the activity. [Assessment: Self-assessment]

THEMATIC WEB



CURRICULUM PLANNING GRID

Science – Example 2

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
INSULATING A COFFEE CUP	4.1 • Accurate record keeping of: 1. Test design 2. Test results	4.2 • Planning the design. Redesigning process if needed.	4.3 • Written report of experiments in formal format. Contains details of test and reflections about design and test.		4.5 • Testing and recording temperature over a 10 minute period.	4.6 • Finding most efficient way of insulation using given materials e.g. alfoil, newspaper.	
Other Elements Incorporated			**Writing for practical purposes** 4.2 • Writing up of experiment.		**Number** 4.4 • Recording of results.		

LEVEL: 4 **APPLICATION:** Integrated/Bridging **THEME:** Energy – Heating **TOPIC:** Insulation

• **Refer to Appendix 1**

OUTLINE OF ASSESSMENT TASK
Example 2

TASK

To design and test a coffee cup container which will keep coffee warm.

TARGET(S)

Stream(s)	Element(s)
General Curriculum Options	
Reading and Writing	4.5 Using mathematical ideas and techniques
Numerical and Mathematical Concepts	4.2 Writing for practical purposes
	4.4 Number

TEACHER INTERVENTION AND OTHER ASSISTANCE

Some intervention is provided in the form of teacher feedback on ideas before task. Students are given guidance about range and effectiveness of expected outcome. Materials and technical support provided as necessary to complete task.

CURRICULUM CONTEXT AND GENERAL CONDITIONS

This group is doing a literacy/science course as a bridge to further studies in science.

Students work in groups of three or four. Group negotiation and support to be part of task. Results of experiments to be reported back to whole group. Format of written report has been discussed.

ASSESSMENT TASK IN DETAIL
Example 2

INSULATING A COFFEE CUP – LEVEL 4

This is a problem solving activity which is presented to the class after ideas about conductors and insulators have been explored. Usually this activity will be done when students have had some opportunity to carry out practical activities on heating using thermometers etc.

Aims:

- To develop skills in planning and designing an experiment
- To gain an understanding about insulating properties of common materials
- To understand ways in which heat is lost from a hot object (radiation, conduction, convection etc.)
- To develop skills in collecting, analysing and interpreting data
- To write a report on findings of the experiment.

TASK

To design and test a coffee cup container which will keep coffee warm.

ACTIVITIES & ASSESSMENT

Plan:

- The lesson could be introduced with an informal discussion on ways of keeping warm during cold wintry days. The following questions could be presented to the class using an OHP. Students are asked to comment. At this stage there are no right or wrong answers. The teacher can list short responses on another transparency.
  - Why do birds fluff up their feathers in the cold?
  - Why does a black coloured car feel warmer?
  - Which side of the Alfoil should be on the inside when wrapping potatoes for baking in an oven?

- The task is then presented to the class. Working in groups of three and using materials available, the class design and create a container for a coffee cup that will keep the coffee warm.

- The class is provided with polystyrene cups, cotton, wool, newspaper, Alfoil, black glossy paper, small pieces of cotton rag, large coffee cups, thermometers, stands to hold thermometers and a source to supply hot coffee at a constant temperature.

- **Students attempt different designs. The best designs would involve placing a polystyrene cup in a large coffee cup and filling the empty space with wool or cotton. Placing Alfoil around the inner cup and black paper around the outer cup could further improve efficiency. Results from testing the temperature fall over a ten minute period are recorded. The group may vary its design to improve the results and retest the model.**

- During the activity, students are reminded to keep an accurate record of their designs and tests. Following the activity, each group is asked to report their method and findings to the class. As an assignment, students are asked to produce a written report containing the title, materials used, methods, design (including a diagram) and results. Students are encouraged to write their reflections on the design and test.

Being an open-ended problem solving task, students are covering a broad range of Key Competencies. These include using Mathematical ideas and techniques (4.5), Problem solving (4.6), Working with others and in teams (4.4) and Planning and organising activities (4.2). In this example, we will focus the assessment on one Key Competency only.

Element 4.5: Can use mathematical ideas and techniques

1. While students are collecting the necessary materials and planning for the task, go to individual groups and establish what variable in this activity they are going to monitor. [Assessment: Self-correction through discussion]

2. Through questioning, establish if groups understand that if the test is going to be fair, certain things must be kept the same. [Assessment: Questioning/Inquiry; limited support offered]

3. Inspect each groups' designs to determine scope and appropriateness of the use of available materials. [Assessment: Design checklist]

4. Establish if thermometers are placed correctly and readings are measured and recorded to desired accuracy. [Assessment: Teacher observation of procedures adopted by group, limited support offered]

5. Compare the temperature reading in the insulated cup with the control uninsulated cup. [Assessment: Table of temperature readings]

6. Improving the design and retesting. [Assessment: Teacher observation/results]

7. Writing a report in appropriate format with desired level of accuracy and detail. [Assessment: Product quality]

SCIENCE RESOURCES

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Davies, P., Harding, J., Scanlon, D., *Science – A Living Experience'*, Coghill, 1987.

Evans, C., McCann, M., *Issues in Science'*, Heinemann Education, 1993.

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Hazen, R.M. & Trefil. J., *Science Matters- Achieving Scientific Literacy*, Anchor Books, New York, 1991

Lemke, J.L., *Talking Science: Language, Learning and Values*, Albex, New Jersey, 1990.

McCormack, R., 'Framing the field: Adult literacy and the future', in *Teaching Critical Social Literacy: A Project of National Significance on the Preservice Preparation of Teachers for Teaching Literacy*, Volume 2,1991.

Picton, M, *Understanding Science in the Home'*, Blackie and Sons, 1984.

Rowlands, D., *Problem Solving in Science and Technology*, Hutchinson, 1987.

Science in Context', Book 1–4 School Text and Teacher Resource Books, Heinemann Education, 1992.

Shadwick, B, *Skills Through Science Book 1 – 2'*, Science Press, 1991.

Stark–Johnson, L., *Reading in Content Areas – Science'*, New Readers Press, 1991.

Taylor, E. & Huckstep S. G.,*Taking on Technology*, University of Technology, Sydney, 1992

Tibbertsma, A., *Science Assignments*, McMillan Australia, 1986.

SUBJECT:	**Science – Diet and Health**
LEVEL:	**1**
GCO APPLICATION:	**Discrete**
COURSE TYPE:	**Mainly Non-English Speaking Background, Full-time Access Program**
NAME OF ORGANISATION:	**Victorian University of Technology – TAFE Division**
PROJECT WRITER:	**Natalie Williams**

NARRATIVE

RATIONALE

The rationale for offering science as a General Curriculum Option subject in adult basic education was primarily to present the scientific perspective as one of the many ways of viewing the world and to enable students to interpret and analyse some of the natural and the human produced phenomena which exist in the world around them. The other major objectives, as in any general science education program was to allow students to place themselves, as humans, as part of the natural world.

For adult basic education students, learning about science provides some access to theories that underpin Western views of how the physical world operates. For example, knowledge of cell theory is often assumed when discussing cancerous cells, infections or reproductive technology. Having an understanding of or familiarity with some of the fundamental principles which constitute the modern scientific body of knowledge can help to demystify some of the issues which are constantly being encountered in everyday life and mass media.

Existing positions toward science held by students in the program ranged from viewing it as a potential saviour for every problem to seeing it in a purely negative light, as responsible for many of the world's problems. Although I considered it important to enable students to grasp some of the fundamental ideas on which to base opinions, the relativism of scientific discourse was emphasised during the course. Scientific 'truths' were presented as theories which are constantly changing and being modified in the light of new discoveries, technology and changing social thought.

TEACHING STRATEGIES

In my experience, developing literacy skills has been the primary objective of lower level literacy students, so class activities of the science units have a strong literacy focus. The emphasis has been 'literacy through science' with a focus on concrete, directly observable science (major body parts) and related areas of public debate (causes of eating disorders), rather than on science as enquiry or an abstract theory. To engage students' interest and to make science–based topics relevant, personal experience and public debate aspects have been emphasised.

As the competencies are very general, all tend to be developed during a unit, often simultaneously. However, for the purposes of accreditation it is important that at least three of the Key Competencies are addressed in detail in the unit. The competencies which are focused upon may vary depending on the nature of the topic, the needs and interests of the students. The Key Competencies which have been most frequently used in Level 1 GCO science classes are:

- Collecting, organising and analysing information
- Communicating ideas and information
- Working with others and in teams
- Solving problems.

DIET AND HEALTH
MEASURES OF HEALTH
historical changes
life expectancy
infant mortality
MAINTENANCE AND PROMOTION OF HEALTH
sleep
stress
relaxation
diet
fertility
infertility
reproductive health
exercise
using health services
safe environment
mental well-being
safe behaviours
HUMAN ILLNESS
major causes of death in Australia
causes
infection
viral
bacterial
fungal
non-infectious
prevention
treatment
FACTORS AFFECTING HEALTH
sanitation
housing
hygiene
climate
age
environment
gender
health care system
socio-economic status
lifestyle
occupation
government
HEALTH RELATED ISSUES
sexuality
drug abuse
legal
illegal
violence
family
reproductive technology
aged care
disability
FOOD
models of healthy diet
changing ideas of diet in Australia
healthy diet
major nutrient groups
what's in food?
food packaging
how is food digested?
structure of digestive system
diet-related problems
weight
body image

CURRICULUM PLANNING GRID

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
WHAT IS IN FOOD? Reading food packaging.	1.1 • Using a variety of provided packaged food (e.g. biscuit or cereal) students read information about contents to record on a table.		1.3 • Record information and organise onto provided table in nominated categories.	1.4 • In groups, compare information and modify as the group thinks appropriate.		1.6 • Match lists of ingredients with appropriate food product.	
Other Elements Incorporated							

 LEVEL: 1 **APPLICATION:** Discrete **THEME:** Food **TOPIC:** Food packaging

• **Refer Appendix 1**

OUTLINE OF ASSESSMENT TASK

TASK

To locate and read the description of contents on food packaging distinguishing between food ingredients and additives. Students work in pairs and are given guidance about range and presentation of outcome. The task is an extension of previous activities and modelling.

TARGET(S)

Stream(s)	Element(s)
General Curriculum Options	1.1 Collecting, analysing and organising information
	1.6 Solving problems

TEACHER INTERVENTION AND OTHER ASSISTANCE

Teacher support during learning process and task itself. Provision of authentic materials and technical resources.

CURRICULUM CONTEXT AND GENERAL CONDITIONS

The group is developing literacy through science and has been studying food as part of a health topic. Prior activities and modelling have included many tasks dealing with the language and nature of food ingredients.

Students are working in pairs from a total group size of twelve. Group intervention, negotiation and support is part of task. Self–checking and modification from group model is part of task.

ASSESSMENT TASK IN DETAIL

WHAT IS IN FOOD? READING FOOD PACKAGING

The assessment tasks are closely tied to activities and are always extensions of activities and modelling carried out in class. For example, before undertaking the assessment task, students:

- keep a diary of diet for one week
- use healthy diet pyramid to determine whether diet is balanced.

Language modelling activities could include:

- grouping words and diagrams of dietary items
- cloze exercises of journal entries and evaluative statements
- matching dietary items and process verbs.

TASK

Aims: The aims of the activity are to:

- Develop awareness of–
  the range and location of information presented on food packaging
  the distinction between food ingredients and additives
  the purposes of food additives and the major food groups
- Develop skills in –
  evaluating the food value in a range of processed foods
  locating and classifying information
  recording information in tabular form
  problem solving
- Promote discussion on the advantages and disadvantages of using commercially processed food products.

ACTIVITIES & ASSESSMENT

1. Using a biscuit packet or other form of packaging as a model, ask the class to suggest what information the packet carries. List types of information on board.

2. Students work in pairs to label a diagram of the packaging showing location of information. Whole class check through use of joint OHT as model – students correct and modify own work.

3. Using a variety of authentic materials, discuss the meaning of terms which are similar ('Use by', 'Best before'); difference between trade name and product generic name. Add any extra categories of information to list on board.

Assessment Task

1.1 Can collect, organise and analyse information

- Students work in pairs with prepared table as below. Use the supplied packaging materials to locate information necessary to complete table. Whole class contributes to board model of table; pairs check individual tables and modify where necessary.

Brand Name	Generic Name	Producer	Place of Production	Ingredients	Additives	Use by date	Instructions

- Students then classify information from a range of food packaging.

- Students work in pairs to complete a second table, classifying ingredients from the packaging into foods or additives. When completed they check with other pairs and report back to class.

- Review concepts of what food is, then ask students to list ingredients of homemade biscuits. Students to comment on difference between homemade ingredients and list of ingredients on biscuit packaging. List package ingredients on board – which are classified as food and which are classified as additives. Emphasise codes and other features. In small groups, discuss types of food additives and reasons for adding preservatives, colouring, flavours and vitamins to foods.

1.6 Can solve problems

- Pairs of students work with cards with lists of ingredients from the product packages they have been working with. They then match these with the appropriate food product. Students are encouraged to:
  - predict
  - refer to tables
  - check predictions against food packages.

SUBJECT:	**Legal Studies**
LEVEL:	**4**
GCO APPLICATION:	**Integrated**
COURSE TYPE:	**Optional 2 hour a week unit of a part-time ALBE course at Northcote Library**
NAME OF ORGANISATION:	**Northcote Community Legal Service**
PROJECT WRITER:	**Julie McQueen**

NARRATIVE

RATIONALE

Legal studies is an obvious area of study for adults. Everyone has either a first hand experience to relate or can talk about a sister's or friend's experience with the law. Because the law is part of commonplace everyday life, adult learners are able to see the immediate relevance of learning about the law.

Richness of life experiences of students

There are also clear educational reasons why legal studies is an appropriate area for adult learners. Adult learners are able to deal with complex and sophisticated concepts and areas of knowledge because of the range of life experiences and knowledge they bring to the classroom. Legal education is an effective forum for mixing together the growth in knowledge and the growth in skills that adult learners demand.

Legal education also reflects many of the theoretical underpinnings of adult literacy teaching. Legal education allows teachers to model and demonstrate the notion that language occurs in social contexts. It allows for the development of critical literacy by providing a medium for critical reflection and action on a personal, individual or group level.

Status of subject

In recent years many teachers have accepted the idea of learning in order to learn English rather than just learning English. In more practical terms, subjects like legal education give adult literacy and basic education learners the status that other students have. Learning English or learning to read and write is still often seen by students and the general public as an indication of inadequacy but legal education signals sophistication and status.

A subject like legal education can also be adapted to meet a range of learner goals. A program can be developed which supports personal or community development goals, further study goals or vocational goals.

TEACHING STRATEGIES

The philosophy behind legal education is that we become active users of the law. This is identified in the concept organiser of using the law. Six key concepts are identified and are used to organise the curriculum. These are: Taking control; Balancing the rights of communities; Changing the law; Justice; Protection and Information. Content is used to demonstrate the concepts rather than for its own sake. Sometimes the concepts are developed deductively and sometimes inductively. Students have the flexibility to select content areas of most relevance to them. This also allows us to incorporate a range of literacy and basic education, knowledge and other outcomes and goals.

For me the course has two main goals - developing literacy skills and developing knowledge of and skills for using the law. The teaching and learning strategies reflect these goals. Regular discussion and reading and writing activities would fill most sessions, with students undertaking individual and self-directed work. Students would often bring in their own material found in newspapers, pamphlets, forms and notices or identify issues from television news, documentaries or films.

Analysis of information, ideas and issues plays a big part in the learning process. Students are encouraged to look at this material in terms of their own experience, look for stated and unstated meanings, follow issues through to a conclusion, predict and look for alternatives.

I try to design assessment activities and tasks as an integral part of the course. Many of the activities are useful for ongoing 'assessment' to help me identify what it is that students need to work on next. I also use assessment activities with students to analyse their work and make explicit what is expected of them in order to demonstrate competence. I can sometimes use the same strategy or assessment activity with other students who are ready for assessment of their competence.

LEGAL STUDIES AND THE GCO STREAM

While all the elements of General Curriculum Options stream can be incorporated in Legal Studies, the most obvious elements are:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Solving problems.

THEMATIC WEB

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Planning & Delivery of a Presentation on DOMESTIC VIOLENCE ISSUES to workers in a Neighbour-hood House	4.1 * Preparation of presentation drawing on information from a range of sources. Handouts prepared which identify key concepts and sources of information.	4.2 * Student makes arrangements with a Neighbourhood House at which the presentation will be made. Time of delivery and content of session is negotiated. Student organises own timeline to ensure adequate preparation time.	4.3 * Delivery of presentation in a way which ensures audience response. Evaluation of effectiveness of presentation.				
Other Elements Incorporated	**Reading for Knowledge** **Writing for Knowledge** 3.3 * Reading information about domestic violence issues. 3.7 * Preparation of handouts.		**Oracy for Knowledge** 3.3 * Clear and effective presentation.				

LEVEL: 4 **APPLICATION:** Integrated **THEME:** Protection **TOPIC:** Domestic Violence

*** Refer Appendix 1**

OUTLINE OF ASSESSMENT TASK

TASK

Plan, deliver and evaluate a presentation on domestic violence issues for workers in a neighbourhood house.

TARGET(S)

Stream(s)	Element(s)	
General Curriculum Options	4.1	Collecting, analysing and organising information
	4.2	Planning and organising activities
	4.3	Communicating ideas and information
Reading and Writing	3.3	Reading for knowledge
	3.7	Writing for knowledge
Oral Communication	3.3	Oracy for knowledge

TEACHER INTERVENTION AND OTHER ASSISTANCE

Teacher will assist in technical support, e.g. video or overhead projector, transport to centre and with contact persons in the neighbourhood house or appropriate community agencies.

CURRICULUM CONTEXT AND GENERAL CONDITIONS

The students are enrolled in six hours a week reading and writing focused program. Legal Education is an optional two hours picked up according to interest.

Completion of the task does not require extensive legal knowledge but requires understanding of the issues discussed in class. Students in the group have worked on similar presentations in class, using a variety of methods including visual displays, oral presentations and construction of pamphlets, posters and guides and are familiar with the performance criteria. Students will have some familiarity with agency selected.

ASSESSMENT TASK IN DETAIL

PRESENTATION ON DOMESTIC VIOLENCE ISSUES

TASK

Plan, deliver and evaluate a presentation on domestic violence issues for workers in a neighbourhood house.

ACTIVITY & ASSESSMENT

4.2 Can plan and organise activities

The student will make contact with the centre, arrange a time for the presentation, determine the needs of the audience, organise his or her workload to allow for preparation of the talk and plan timetable to ensure prompt arrival at centre for presentation. This may be documented using a timeline, diary or report.

4.1 Can collect, analyse and organise information

The student will prepare content of the presentation based on analysis and evaluation of information provided through discussions in class and research. Notes, displays, handouts etc. for the presentation should clearly identify key concepts, issues and strategies and identify sources of information.

4.3 Can communicate ideas and information

The presentation should include methods to suit the context of the presentation, time for answering questions and responding to audience comments. Strategies, e.g. a checklist for participants, for evaluating the content and effectiveness of the presentation should be outlined.

This task will be carried out over several weeks.

Assessment will be based on timeline, diary or report, the material prepared for the presentation, teacher and participant observation of presentation, student self-evaluation and evaluation provided by participants at end of presentation.

LEGAL STUDIES RESOURCES

Phillips, R. and Mc Queen, J., *Legal Action*, Northcote Community Legal Service, Northcote, 1993.

The following agencies have a range of resources available including pamphlets, posters, booklets, speakers etc.

Legal Aid Commission of Victoria
179 Queen Street, Melbourne 3000 ph: 607 0324

Health and Community Services Victoria Protective Services
150 High Street, Preston 3072 ph: 480 0500

Guardianship and Administration Board
221 Drummond Street, Carlton 3053 ph: 660 1555 or 008 136 829

Office of the Public Advocate
221 Drummond Street, Carlton 3053 ph: 660 1444 or 008136 829

The Family Mediation Centre
367 Princes Highway, Noble Park 3174 ph: 547 6466

Womens Information and Referral Exchange
247 Flinders Street, Melbourne 3000 ph: 654 6844 or 008 136 570

Citizens Advice Bureaux

Local Councils or Local Government Authorities

SUBJECT:	**Horticulture**
LEVEL:	**3**
GCO APPLICATION:	**Integrated**
COURSE TYPE:	**Pre-vocational course for unemployed youth**
NAME OF ORGANISATION:	**Colac Adult Education Group Inc.**
PROJECT WRITER:	**Jan Healey**

NARRATIVE

RATIONALE

A knowledge of horticulture is a valuable life skill as well as a potential employment/career opportunity. There are a growing number of small businesses in the horticulture field in the Western district leading to increasing employment prospects in this area. The course was developed for young people needing to improve their literacy and numeracy skills with the added incentive of the prevocational frame of horticulture.

TEACHING STRATEGIES

The course drew heavily on available community-based horticultural programs and expertise. Many local agriculturalists were involved as guest presenters and excursions were made to local horticulture projects. In this way, students made valuable contacts in the local horticulture industry and saw a variety of jobs available first hand. This also allowed for group planning of activities and excursions and was an excellent avenue for developing appropriate social behaviours and skills.

Student responsibility

The students took reponsibility for the course. Group ownership was encouraged at all times. They made major decisions, monitored progress of the project, and managed the budget. Tutors were considered to be part of the decision-making team and did not dominate.

Practical orientation to course

It was an advantage that students developed the field site themselves, rather than having a fully serviced, arable block of land provided for them. The tasks of drainage, slashing and building shedding were labour intensive but gave a good introduction to the physical nature of the industry. It also added to the notion of group ownership of the project. We developed some strategies for dealing with the weather conditions.

We learned that we needed:

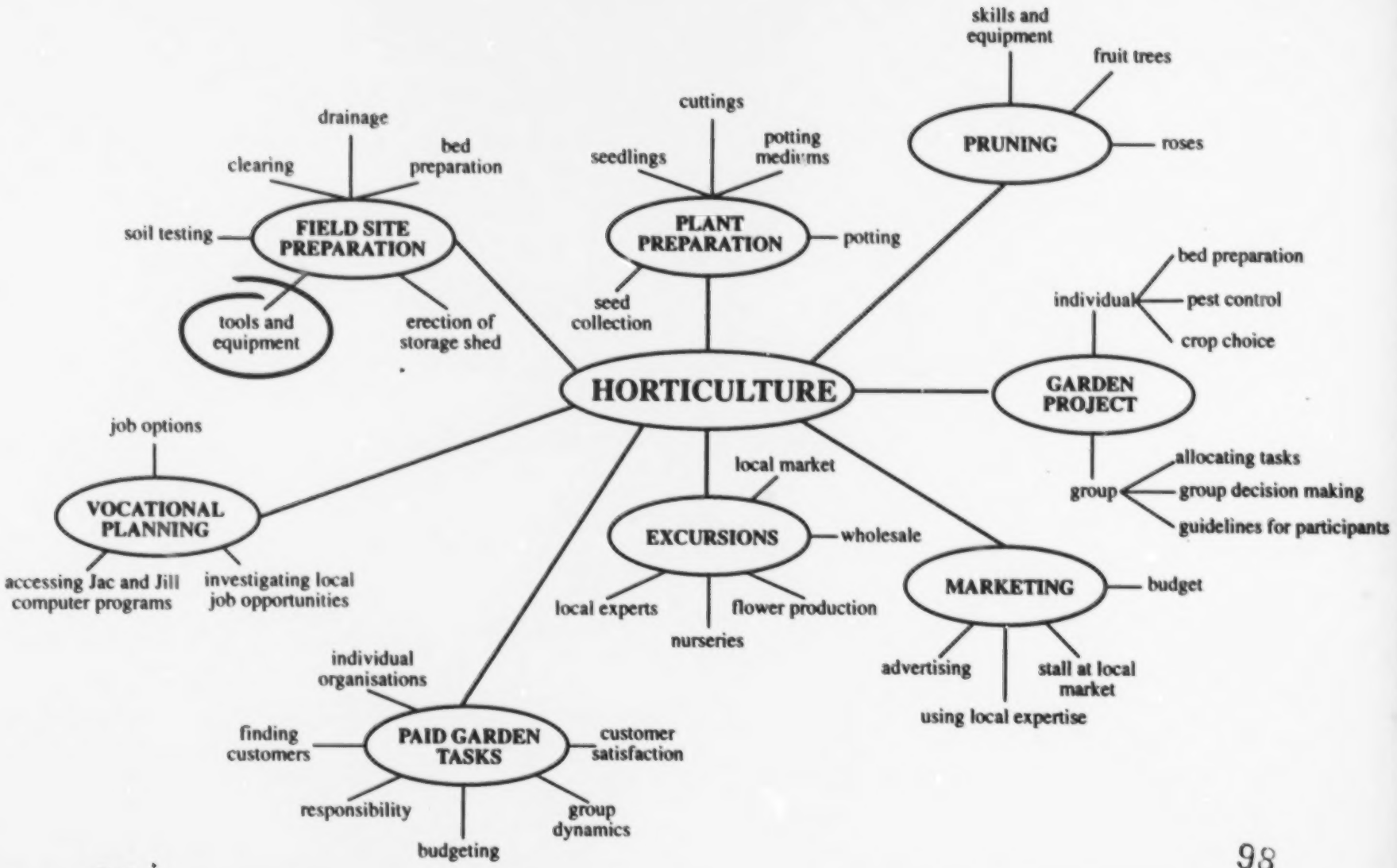
- flexible staff who could accommodate changing planned activities in order to make the most of good weather and provide alternative activities in bad weather
- rooms to be kept available for inside work in case of inclement weather
- suitable clothing for students.

The practical component of the course included topics such as site preparation, buying equipment, plant propagation and managing one's own garden plot. All Key Competencies were covered in some way during the course but four were particularly prevalent. These were:

- Collecting, analysing & organising information
- Planning & organising activities
- Working with others & in teams
- Problem solving.

Included in this stream was the component of career planning which also addressed a number of competencies; in particular, Collecting, analysing and organising information.

THEMATIC WEB



CURRICULUM PLANNING GRID

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
PURCHASING TOOLS AND EQUIPMENT	3.1 * Draw up purchase plan with selected items, price and vendor. Ensure budget has been adhered to.		3.3 * Students communicate with each other and with suppliers to make purchases.	3.4 * In pairs, visit chosen suppliers to make purchases.			
Other Elements Incorporated	**Reading for practical purposes** 3.5 * Reading brochures from equipment suppliers.						

LEVEL: 3 **Application:** Integrated **THEME:** Field site preparation **TOPIC:** Tools and equipment

*** Refer Appendix 1**

OUTLINE OF ASSESSMENT TASK

TASK

To decide which tools to purchase, visit chosen suppliers and purchase tools.

TARGET(S)

Stream(s)	Element(s)
General Curriculum Options	3.1 Collecting, analysing and organising information
	3.3 Communicating ideas and information
	3.4 Working with others and in teams
Reading and writing	3.5 Reading for practical purposes

TEACHER INTERVENTION AND OTHER ASSISTANCE

In prior discussion teacher assistance and guidance is provided but nil in performance of task. Materials such as pamphlets are procured by the students themselves.

CURRICULUM CONTEXT

This is a pre-vocational course for unemployed youth which has a literacy and numeracy component integrated with its vocational focus. Wherever possible, students take reponsibility for the course, making decisions and managing the budget.

Students work in groups to discuss the range of tools required and the budget. They then visit the supplier in pairs to clarify the purchase to be made. They obtain a cheque from the office and complete the purchase.

ASSESSMENT TASK IN DETAIL

TOOLS AND EQUIPMENT

The process of deciding and making the purchases of horticultural supplies gave students a sense of ownership of the course. Handling the responsibility of financial decisions gave the task extra weight. Three competencies were covered over the two week period of the assessment task.

TASK

To decide which tools to purchase, visit chosen suppliers and purchase tools.

ACTIVITIES & ASSESSMENT

Element 3.1 Can collect, analyse and organise information

Working in a group, students discuss the information collected about tools in the light of the budget. They come to agreement on which tools should be purchased and from where.

Performance Criteria for Element 3.1

Students clarify their equipment needs and determine what information is required in order to make their purchases in an informed way (performance criteria 1—PC1). They gather brochures and quotes from a number of suppliers (PC2), and compare the information to find the best quality for the (PC3). Finally, students assess whether or not they have all the information that is needed and determine its accuracy (PC4).

Element 3.3 Can communicate ideas and information

Communicate with a range of people in different contexts to decide on purchases.

Performance Criteria for Element 3.3

This task allows the student to demonstrate that they can adapt the way in which they communicate to allow for speaking to the whole group, to their partner, to the supplier and to the office workers (four different audiences - PC 1 and 2). All of these situations will involve feedback from the other people involved and the students will need to respond appropriately (revise communication - PC 4). In the initial discussion the students will be drawing together the thoughts and concerns of the various group members in order to make their decisions (establish coherence between disparate ideas and information - PC 3).

Element 3.4 Can work with others and in teams

Each pair to visit the supplier, clarify the goods to be purchased and the cost involved. Obtain a cheque for the goods from the office and return to the supplier and complete the purchase.

Performance Criteria for Element 3.4

This task requires that the students work together as they need to share information. Students have an opportunity to demonstrate PC 1 by the way in which they contribute to the discussion and share the information they have collected. In organising the pairs to visit the suppliers , students will be required to consider the different roles and responsibilities to be taken (PC 2). This task has an agreed outcome, i.e. the purchase of suitable hand tools for the course. Tutors' observation will be needed to confirm that students have worked collaboratively to fulfil PC 3.

HORTICULTURE RESOURCES

The Spray-Rite Kit – a guide to using chemicals on the farm, Distance Learning Centre, VCAH, 1991.

VCE Agricultural & Horticultural Studies – materials from these can be adapted. (Local schools may have videos available for loan.)

Department of Agriculture – notes on specific topics are available.

Local nurseries and horticultural businesses.

SUBJECT:	**TAFE Taster – Vocational Studies**
LEVEL:	**3**
GCO APPLICATION:	**Discrete**
COURSE TYPE:	**English Speaking Background/ Non-English Speaking Background, Pre-vocational Basic Education Program**
NAME OF ORGANISATION:	**Moorabbin College of TAFE**
PROJECT WRITER:	**Marlene Johnson**

NARRATIVE

RATIONALE

There have been many innovations in the adult literacy and basic education field in the last couple of years. Various providers have identified content areas through which they might develop the literacy and numeracy skills of their client base. The Basic Education - Tafe Taster course is a full-time course provided by Moorabbin College of TAFE. The courses were developed for adults needing to improve their literacy and numeracy skills while becoming familiar with vocational courses offered by a TAFE College. The concept of pathways is addressed through this attempt at integration and teamwork across Centres. Successful outcomes would see students confidently attempting vocational training.

Creating pathways

Bridging the gap between ALBE and vocational courses

The benefits of such courses are twofold. Besides the obvious benefits to the students in terms of demystifying institutions and broadening their learning horizons, there is the added bonus of bridging the gap between vocational and language-based subject areas. The consultative approach necessary to organise and administer such a program leads to discussions about students' needs and flexible learning strategies.

TEACHING STRATEGIES

The courses are run over 18 weeks for 20 hours a week. The timetable is designed to fit into four days of 4-6 hours a day. This allows a day for students to deal with pressing personal matters.

In the TAFE Taster course the vocational studies component is timetabled so that students spend 18 hours in each of five TAFE Centres. This usually takes the form of 2x3 hour days a week for three weeks. In some Centres it is preferred that students are timetabled for 1x6 hour day for three weeks. This is particularly appropriate if a segment is delivered at an off-campus site.

The course has a core of literacy, numeracy, computing, life skills and personal development. Vocational Studies within the courses provides learning experiences in bookkeeping, hospitality, food science and engineering. The engineering component takes students into three TAFE engineering Centres - electrotechnology, civil/surveying and fabrication. Prior to students' attending the Centres, the teacher of the segment visits the class to discuss the content. He or she also takes this opportunity to impart any specific instructions necessary for easing students into the Centre (e.g. safety issues, regulation clothing or footwear, preparedness to do outside practicals etc.).

The most effective learning processess are those which use a hands-on practical approach. Lecture style, print-dense approaches are not favoured. This suggests that the co-ordinator of such a program needs to be selective about the type of vocational studies area approached to participate in such a program. A department which:

- is committed to the concept of flexible delivery
- has had successful experience with apprentices with various literacy and language backgrounds
- has staff who are willing to discuss the needs of students and the issues involved in dealing with students of literacy and language

is obviously a good choice.

Role of flexible delivery

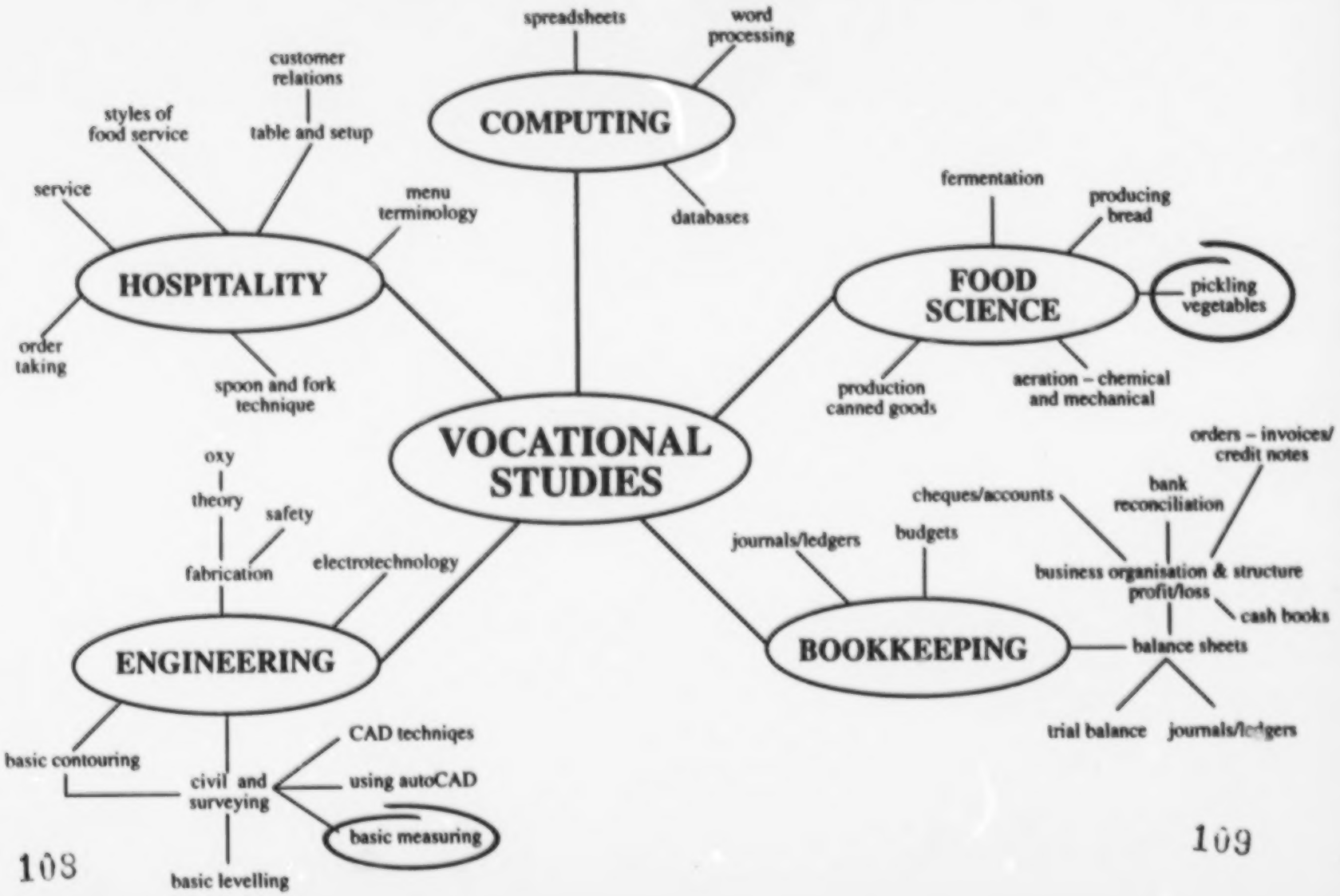
There is some confusion about the role of flexible delivery. Some see it as a tool for students to move quickly and independently through a syllabus rather than a means to meet students' needs as they are perceived. Competence in the Key Competencies would suggest that students would be able to work with flexible learning material independently; however, they need to acquire these competencies first. Cross-fertilization of ideas in this manner can only result in an improved product for students. Regular meetings with teachers from the vocational subject areas are crucial. At these meetings, students' progress is mapped and teachers' attention is drawn towards the need for the content and process of their topics to be relevant to the Key Competencies. These meetings can also provide mini-inservice sessions on the Key Competencies and performance criteria.

VOCATIONAL STUDIES (TAFE TASTER) AND THE GCO STREAM

The Vocational Studies component is a discrete application of the General Curriculum Options stream. Even though the other streams are obviously present in the learning activities they are not the focus of the vocational studies teacher. The Key Competencies provide a framework which most appropriately describes the processes involved in working through these vocational learning activities.

The competencies covered are clearly determined by the nature of the area of vocational studies being studied. Competencies frequently covered include:

- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology.


VOCATIONAL STUDIES
COMPUTING
spreadsheets
word processing
databases
HOSPITALITY
service
styles of food service
customer relations
table and setup
menu terminology
order taking
spoon and fork technique
FOOD SCIENCE
fermentation
producing bread
pickling vegetables
production canned goods
aeration – chemical and mechanical
ENGINEERING
oxy
theory
safety
fabrication
electrotechnology
basic contouring
civil and surveying
CAD techniqes
using autoCAD
basic measuring
basic levelling
BOOKKEEPING
journals/ledgers
budgets
cheques/accounts
bank reconciliation
orders – invoices/ credit notes
business organisation & structure
profit/loss
cash books
balance sheets
trial balance
journals/ledgers

CURRICULUM PLANNING GRID

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
FOOD PROCESSING Pickling Vegetables		3.2 * Follow a procedure to produce acid pickled onions in vacuum sealed glass jars. Students work with occupational health and safety principles.		3.4 * Work out distribution of tasks within pairs to produce pickled vegetables.	3.5 * Identify appropriate measurement techniques. Follow correct sequencing of measurement.		
Other Elements Incorporated							

LEVEL: 3 **APPLICATION:** Discrete **THEME:** Vocational Studies **TOPIC:** Food – Pickling Vegetables

* **Refer Appendix 1**

OUTLINE OF ASSESSMENT TASK
Example 1

TASK

To produce acid pickled onion in vacuum sealed glass jars; working in pairs and applying theory to practice. Each pair given guidance about range and quality of expected outcome. Activity is culmination of series of tasks focusing on theory of preservation of food.

TARGET(S)

Stream(s)	Element(s)
General Curriculum Options	3.2 Planning and organising activities
	3.4 Working with others and in teams
	3.5 Using mathematical ideas and techniques

TEACHER INTERVENTION AND OTHER ASSISTANCE

Some provided in more technical aspects of food processing process. Ingredients and technical resources required for completion of task are provided.

CURRICULUM CONTEXT AND GENERAL CONDITIONS

This is part of a vocational studies basic education program. Students experience an introductory unit to a vocational studies area with the focus on the development of their skills in the Key Competencies rather than explicit competencies in that area.

Students are working in pairs from a total group size of fourteen. Peer group intervention, negotiation and support are part of the process and to be observed in reporting.

ASSESSMENT TASK IN DETAIL
Example 1

FOOD PROCESSING – PICKLING VEGETABLES

The aim of this task is to allow the student to demonstrate:

- understanding of the processes discussed
- ability to apply skills developed during learning activities.

TASK

To produce acid pickled onions in vacuum-sealed glass jars.

ACTIVITIES & ASSESSMENT

Elements:

3.2 Planning and organising activities
3.4 Working with others and in teams
3.5 Using mathematical ideas and techniques

Preparation:

- Students are to work in small groups or pairs
- Each group works with a set of materials:
  750 ml or 1 litre glass preserving jars with vacuum-seal caps (min. 1 per person)
  pickling onions (small onions)
  glacial acetic acid (min. 95% concentration)
  castor sugar
  citric acid powder
  salt
  mixed spices for pickled onions or gherkins
  weighing scales
  cooking utensils
  pH meter

- Organising these materials so that the sequence of the procedure is more easily followed allows the students to demonstrate consultative and comprehension skills

- The groups then move through the set procedure.

Procedure:

1. Prepare brine (for the whole class) of the following composition:

   0.3 litres of glacial acetic acid
   0.9 kg of sugar
   0.3 kg salt
   9 litres of water.

2. Take 4 litres of the above brine and dilute with water to 16 litres. Use this diluted brine for blanching the onions. Use the remaining undiluted brine for bottling.

3. Peel the onions and cut off the tops and tails (topping and tailing).

4. Heat the balancing brine to about 80°C. Place the peeled onions in the brine for 2 to 5 minutes. Do not over-blanch the onions - they may become too soft.

5. Pour the brine into the jar. Cap it hot.

At all times, students are observed to ensure they are:

- observing correct hygiene and sanitary procedures
- following correct methods of measuring, cutting, organising materials
- working together and discussing process
- After one week the product is tested for its organoleptic properties (taste, smell, flavour and texture)
- Students are then asked to prepare a written or oral report on the procedure, method and outcome
- This report is to be presented in class.

CURRICULUM PLANNING GRID

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
SURVEYING Basic Contouring	3.1 • Draw a field sketch and a contour plan.				3.5 • Recording measurements. Calculation of levels. Determining plan scales.	3.6 • Determine appropriate data collection strategies.	
Other Elements Incorporated							

LEVEL: 3 **APPLICATION:** Discrete **THEME:** Vocational Studies **TOPIC:** Surveying – Basic Measuring

* **Refer Appendix 1**

OUTLINE OF ASSESSMENT TASK
Example 2

TASK

To measure the outside dimensions of a small building and plot the building to scale; working in pairs and applying theory to practice. Each pair given guidance about range and presentation of final outcome. Activity is a culmination of a series of tasks focusing on accuracy of measurement and recording of data collected.

TARGET(S)

Stream(s)	Element(s)
General Curriculum Options	3.1 Collecting, analysing and organising information
	3.5 Using mathematical ideas and techniques
	3.6 Solving problems

TEACHER INTERVENTION AND OTHER ASSISTANCE

A high level of teacher intervention in terms of the technical processes. Equipment and recording materials required for completion of the task are provided.

CURRICULUM CONTEXT AND GENERAL CONDITIONS

This is part of a vocational studies basic education program. Students experience an introductory unit to a vocational studies area with the focus on the development of their skills in the Key Competencies rather than explicit competencies in that area.

Students are working in pairs from a total group size of fourteen. Peer group intervention, negotiation and support are part of the process and to be observed in reporting.

ASSESSMENT TASK IN DETAIL
Example 2

SURVEYING BASIC MEASURING

The aim of this task is to allow the student to demonstrate:

- knowledge of mathematical and numerical concepts
- understanding of proportion and relevant building features
- ability to produce an accurate, neat plan.

TASK

To measure the outside dimensions of a small building and plot the building to scale.

ACTIVITIES & ASSESSMENT

Elements:

3.1 Collecting, analysing and organising information
3.5 Using mathematical ideas and techniques
3.6 Solving problems

Preparation:

- Students are to work in pairs
- At all times apply safe work practices
- Each pair has the following material
  measuring tape (30m)
  recording paper
  pencil
  eraser
  ruler
  drawing board/parallel rule
  scale rule
  calculator.

OUTSIDE

Using an A4 sheet, sketch the outline of the building - use a ruler, not to scale.

- Mark in relevant windows and doors
- With partner, measure the sides of the building in turn. Record the running chainage of all windows and doors
- Show an approximate North point on your sketch
- Describe the material of which the building is constructed
- Record the purpose of the building
- Record the date, your name and your partner's name
- If building is rectangular, check that the opposite sides are approximately equal (+5cm). If not, check measurements.

INSIDE

Using a suitable size sheet e.g. A3 or A4, choose a suitable scale to draw building - teacher to instruct.

- Set up sheet on drawing board
- Plot the outline of building with windows and doors marked to a suitable scale. Locate building centrally on sheet
- Mark the title, name, date, scale.

At all times students are observed to ensure that they are:

- complying with safe work practices
- using equipment appropriately
- comfortable with the requirements of the task.

After marking drawing with required specifications, field notes and plan are submitted to teacher.

APPENDICES

COMPETENCY LEVELS OF THE GCO STREAM

COMPETENCY LEVEL 4:

Evaluate and reshape processes, establish and use principles in order to determine appropriate ways of approaching activities, and establish criteria for judging quality of process and outcome.

COMPETENCY LEVEL 3:

Manage activities requiring the selection, application and integration of a number of elements, and select from established criteria to judge quality of process and of outcome.

COMPETENCY LEVEL 2:

Undertake everyday activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and make judgements about quality of outcome against established criteria.

COMPETENCY LEVEL 1:

Undertake familiar activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and make judgements about quality of outcome against established criteria.

Collecting, Analysing and Organising Information

Processes for gathering, evaluating and presenting ideas and information for a range of practical purposes.

Element 1.1: Can collect, analyse and organise information

Performance Criteria:

1. Follow existing guidelines for the collection, analysis, and organisation of information
2. Access and record information from given sources
3. Organise information into predetermined categories
4. Check information for completeness and accuracy.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information required from a single source
4. There will be obvious teacher support and supervision.

Examples of assessment tasks:

Accessing routine information from a listing
Determining from class members an optimum excursion date
Updating a simple resource list

Element 2.1: Can collect, analyse and organise information

Performance Criteria:

1. Follow existing guidelines for the collection, analysis, and organisation of information
2. Access and record information from given sources
3. Organise information into predetermined categories
4. Check information for completeness and accuracy.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source
4. There will be ready access to teacher consultation

Examples of assessment tasks:

Accessing routine information from a more complex listing, such as Yellow Pages
Determining from class members an optimum excursion date and venue
Updating a simple resource list

Element 3.1: Can collect, analyse and organise information

Performance Criteria:

1. Clarify the needs of the audience and the purposes of the information
2. Access and record information from a variety of sources
3. Select categories or structures by which to organise information
4. Assess information for relevance, accuracy and completeness.

Range and Conditions:

1. The subject matter will be everyday and will include unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback.

Examples of assessment tasks:

Establish requirements of members for a workshop day

Prepare a training plan

Element 4.1: Can collect, analyse and organise information

Performance Criteria:

1. Define the needs of the audience and the purposes of the information
2. Investigate sources critically to identify and distil relevant information
3. Identify within information the main organising categories and structures
4. Evaluate the quality and validity of information.

Range and Conditions:

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task may need to be established
3. The nature of the task will be complex relying on a range of information sources
4. Limited support and feedback given by the teacher as one of a number of sources.

Examples of assessment tasks:

Undertake a literature search on local history

Use records such as profitability, consumer demand and seasonal variations to plan offerings in a canteen

Planning and Organising Activities

Planning, organisation and self-management. The capacity to complete a task with some degree of independence, monitoring one's own performance and ensuring effective communication, reporting and recording of processes and outcomes.

Element 1.2: Can plan and organise activities

Performance Criteria:

1. Establish and maintain focus in completing a defined activity
2. Check process and outcomes against predetermined criteria for quality and completion
3. Clarify and use established priorities.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information required from a single source
4. There will be obvious teacher support and supervision.

Examples of assessment tasks:

Plan and organise a simple outing or guest speaker for the class

Establish and maintain a plan for completing an assignment

Element 2.2: Can plan and organise activities

Performance Criteria:

1. Establish and maintain focus in completing a defined activity
2. Check process and outcomes against predetermined criteria for quality and completion
3. Clarify and use established priorities.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation.

Examples of assessment tasks:

Plan and organise a simple outing or guest speaker for the class

Establish and maintain a plan for completing an assignment

Element 3.2: Can plan and organise activities

Performance Criteria:

1. Co-ordinate and manage processes to achieve defined objectives
2. Maximise quality of outcomes and process
3. Establish effective work priorities.

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback.

Examples of assessment tasks:

Manage a variety of record keeping responsibilities
Establish family and caregiving schedules

Element 4.2: Can plan and organise activities

Performance Criteria:

1. Adapt the form of the communication to the anticipated context and audience
2. Communicate using prescribed form and style
3. Communicate clearly and coherently so that prescribed information is organised for the purpose
4. Check the communication for accuracy and effectiveness.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information required from a single source
4. There will be obvious teacher support and supervision.

Examples of assessment tasks:

Interviewing a person and filling out a simple structured form
Suggesting items for further research by the class
Explaining the nature of a project to a fellow client

Communicating Ideas and Information

Use of a range of forms of communication, oral, written and graphic, to communicate ideas and information effectively to others.

Element 1.3: Can communicate ideas and information

Performance Criteria:

1. Adapt the form of the communication to the anticipated context and audience
2. Communicate using prescribed form and style
3. Communicate clearly and coherently so that prescribed information is organised for the purpose
4. Check the communication for accuracy and effectiveness.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information required from a single source
4. There will be obvious teacher support and supervision.

Examples of assessment tasks:

Interviewing a person and filling out a simple structured form
Suggesting items for further research by the class
Explaining the nature of a project to a fellow client

Element 2.3: Can communicate ideas and information

Performance Criteria:

1. Adapt the form of the communication to the anticipated context and audience
2. Communicate using prescribed form and style
3. Communicate clearly and coherently so that prescribed information is organised for the purpose
4. Check the communication for accuracy and effectiveness.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information to be given to more than one person, or more complex with information given to a single person or familiar small group
4. There will be ready access to teacher consultation.

Examples of assessment tasks:

Interviewing a person and filling out a simple structured form
Suggesting items for further research by the class
Explaining the nature of a project to a fellow client

Element 3.3: Can communicate ideas and information

Performance Criteria:

1. Adapt ideas and information to anticipated contexts and audiences
2. Communicate by choosing from set alternative modes and styles the most appropriate to a particular context and audience
3. Establish and convey coherence between disparate ideas and information
4. Revise communication in light of feedback.

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback.

Examples of assessment tasks:

Giving directions on the best ways to get to a venue
Preparing a maintenance report for a piece of equipment

Element 4.3: Can communicate ideas and information

Performance Criteria:

1. Choose the mode and form appropriate to the audience
2. Revise and evaluate the communication in the light of feedback
3. Vary the style of presentation to suit a variety of contexts
4. Use ideas to interpret and represent information in a variety of contexts
5. Adapt ideas and information to unanticipated responses from audiences.

Range and Conditions:

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on imparting information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources.

Examples of assessment tasks:

Answer questions put by an audience at the end of a speech or talk
Revise a sexist, racist or needlessly complicated leaflet

Working with Others and in Teams

Processes of working with others and working in teams, including setting common goals, deciding on the allocation of tasks, monitoring achievement of the goals and checking the quality of the final product.

Element 1.4: Can work with others and in teams

Performance Criteria:

1. Clarify defined purpose and objective to be achieved by working with others
2. Identify and respond to defined roles and perspectives
3. Work with others to achieve agreed objectives within agreed timeframes.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear individual tasks clearly defined
4. There will be obvious teacher support and supervision.

Examples of assessment tasks:

Working with a partner to improve a piece of writing
Working as part of a team to establish issues for further research

Element 2.4: Can work with others and in teams

Performance Criteria:

1. Clarify defined purpose and objective to be achieved by working with others
2. Identify and respond to defined roles and perspectives
3. Work with others to achieve agreed objectives within agreed timeframes.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with individual tasks to be negotiated or the task will be more complex with individual tasks clearly defined
4. There will be ready access to teacher consultation.

Examples of assessment tasks:

Working with a partner to improve a piece of writing
Working as part of a team to establish issues for further research

Element 3.4: Can work with others and in teams

Performance Criteria:

1. Interpret purposes and objectives to be achieved by working with others
2. Organise procedures and timeframes to take account of different roles and perspectives
3. Work with others to achieve agreed objectives.

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback.

Examples of assessment tasks:

Recognising and including the abilities of fellow workers, including those who have disabilities

Prepare a display of research findings for other group

Element 4.4: Can work with others and in teams

Performance Criteria:

1. Define purpose and objectives to be achieved by working with others
2. Establish roles, procedures and timeframes taking into account different perspectives
3. Negotiate with others to define objectives and where necessary to monitor and redefine them.

Range and Conditions:

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources.

Examples of assessment tasks:

Represent a point of view in a debate

Lead a team to research a project

Using Mathematical Ideas and Techniques

Capacity to select, apply and use mathematical ideas and techniques to complete tasks in a wide range of contexts.

Element 1.5: Can use mathematical ideas and techniques

Performance Criteria:

1. Clarify the nature of the outcome sought
2. Select the ideas and techniques for the task
3. Use mathematical ideas and techniques reliably and efficiently, meeting accuracy requirements
4. Check the answer makes sense in the context.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information from a single source
4. There will be obvious teacher support and supervision.

Examples of assessment tasks:

Prepare an estimated account for a class outing
Use a street directory to establish a delivery route
Measure medicine dose

Element 2.5: Can use mathematical ideas and techniques

Performance Criteria:

1. Clarify the nature of the outcome sought
2. Select the ideas and techniques for the task
3. Use mathematical ideas and techniques reliably and efficiently, meeting accuracy requirements
4. Check the answer makes sense in the context.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation.

Examples of assessment tasks:

Prepare an estimated account for a class outing
Use a street directory to establish a delivery route
Calculate and measure a medicine dose

Element 3.5: Can use mathematical ideas and techniques

Performance Criteria:

1. Clarify the purpose of the activity and the nature of the outcomes sought
2. Identify the mathematical ideas and techniques which are applicable
3. Select, sequence and apply the mathematical ideas and techniques reliably and efficiently
4. Judge the level of accuracy required
5. Check that the answer makes sense in the context.

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback.

Examples of assessment tasks:

Make a 3D model using a kit

Estimate the amount and cost of personal stationery for a semester

Element 4.5: Can use mathematical ideas and techniques

Performance Criteria:

1. Define the purpose and objectives of the activity
2. Recognise the assumptions which need to be made in order to apply an idea and technique
3. Adapt the idea and technique to fit the constraints of the situation
4. Make decisions about the level of accuracy needed to resolve competing demands
5. Interpret and evaluate methods and solutions.

Range and Conditions:

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources.

Examples of assessment tasks:

Managing household finances

Design and make an object to hold specified material and to fit within a specified location

Solving Problems

Process of problem solving. Identifying and framing the nature of the problem and devising suitable strategies of response.

Element 1.6: Can solve problems

Performance Criteria:

1. Clarify desired outcomes and processes
2. Maintain focus through to an appropriate completion
3. Respond to faults and difficulties as they arise
4. Check the accuracy of outcomes and the utility of the process.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information from a single source
4. There will be obvious teacher support and supervision.

Examples of assessment tasks:

Arrange food for a group outing

Follow procedures to have a piece of personal equipment repaired

Element 2.6: Can solve problems

Performance Criteria:

1. Clarify desired outcomes and processes
2. Maintain focus through to an appropriate completion
3. Respond to faults and difficulties as they arise
4. Check the accuracy of outcomes and the utility of the process.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation.

Examples of assessment tasks:

Arrange food for a group outing

Follow procedures to have a piece of personal equipment repaired

Element 3.6: Can solve problems

Performance Criteria:

1. Clarify the desired outcomes and the relationship between those outcomes and the available processes for solving the problem
2. Draw on a range of processes to achieve appropriate completion
3. Take opportunities to improve or enhance processes and outcomes
4. Assess efficiency of processes and outcomes.

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback.

Examples of assessment tasks:

Identify options for a client in resolving a complaint

Identify and generate proposals for reducing hazardous situations on a work or study site

Element 4.6: Can solve problems

Performance Criteria:

1. Establish major parameters affecting processes and outcomes
2. Adapt and manipulate processes to achieve appropriate completion
3. Anticipate problems and opportunities and the conditions under which they arise
4. Establish and use criteria for judging effectiveness of processes and outcomes.

Range and Conditions:

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, with information required from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources.

Examples of assessment tasks:

Adapt work or study priorities to accommodate new directions

Generate teamwork amongst work colleagues

Using Technology

The capacity to use technological processes, systems, equipment and materials and the capacity to transfer knowledge and skills to new situations.

Element 1.7: Can use technology

Performance Criteria:

1. Clarify the objectives for the use of technology
2. Use technological practices within the guidelines for health and safety, environmental impact and ethical practice
3. Use technological equipment and materials proficiently for the prevailing environs and physical capacity.

Range and Conditions:

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information from a single source
4. There will be obvious teacher support and supervision.

Examples of assessment tasks:

Use a computer-managed learning package to acquire a defined skill or limited area of knowledge

Use the author/title index of a library computer

Element 2.7: Can use technology

Performance Criteria:

1. Clarify the objectives for the use of technology
2. Use technological practices within the guidelines for health and safety, environmental impact and ethical practice
3. Use technological equipment and materials proficiently for the prevailing environs and physical capacity.

Range and Conditions:

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation.

Examples of assessment tasks:

Use a computer-managed learning package to acquire a defined skill or limited area of knowledge

Use the author/title index of a library computer catalogue

Element 3.7: Can use technology

Performance Criteria:

1. Interpret the purposes and objectives for the use of technology
2. Configure and manage a series of operations as a process
3. Select technological practices to conform with the guidelines for health and safety, environmental impact and ethical practice, and use them within those guidelines
4. Use technological equipment and material proficiently for the prevailing environs and physical capacity.

Range and Conditions:

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback.

Examples of assessment tasks:

Monitor the safety and operating condition of equipment and facilities

Use information processing equipment to assemble a report or literary work from given handwritten text, sketches and layout

Element 4.7: Can use technology

Performance Criteria:

1. Define the purpose and objectives for the use of technology
2. Transfer technological principles to a new situation
3. Configure and manage a series of operations as a process
4. Select technological practices to maximise socially and ethically responsible use of technology
5. Use technological principles to reduce constraints presented by environs and physical capacity.

Range and Conditions:

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, with information required from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources.

Examples of assessment tasks:

Adapt software regarding financial management for the special needs of a community group

Design a uniform/wardrobe for staff covering a range of jobs and occupations in a new company

Prepare 2 or 3 dimensional models to explain technological or scientific phenomena to an audience unfamiliar with the concepts involved eg. continental drift, the workings of a rotary engine

CURRICULUM PLANNING GRID

APPENDIX 2

ACTIVITY	Collecting, analysing and organising information	Planning and organising activities	Communicating ideas and information	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Other Elements Incorporated							

LEVEL: APPLICATION: THEME: TOPIC:

Certificates of General Education for Adults

Assessment Task Cover Sheet (Reading Writing, Oracy and GCO)

Provider Code

Task

Stream: **Element(s):**

Extent and nature of Assistance (eg resources, teacher support etc)

Comments